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ABSTRACT

This document provides curriculum guides for teaching educable mentally retarded middle school (prevocational level) and high school (vocational level) students in Escambia County, Florida. It includes a definition of mental retardation, characteristics of mentally handicapped (MH) children, a mental age reference chart, and suggestions for lessons preparing. It explains the program emphasis on attainment of physical, personal and social, and vocational skills. Among aspects covered at the prevocational level are: (1) goals such as development of fine and gross motor skills; and (2) instructional objectives and curriculum components in the areas of mathematics, language arts, home and family living, reading, health and safety, social studies, science, and physical education. For the prevocational level the guide provides a sample of 4-week unit on food; lists of resources (books and demonstration materials); a suggested daily schedule; a community job survey; a guide to phonics instruction; and lists of equipment, books, and sources of free materials in areas such as banking. For the vocational level it offers a review of the program, program goals such as acquisition of home management skills; criteria for graduation; a description of the work study program; suggested job tasks such as assembling nuts and bolts; suggested job training locations such as animal hospitals; and instructional objectives and curriculum components in areas of home and family living, mathematics, science, English, and social studies. Lists of references and curriculum guides to be used with MH students are also included. (MC)

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Curriculum Guidelines

FOR

EXCEPTIONAL CHILDREN: EMR

1970 - 71 REVISION

Special Education
Escambia County Schools
Pensacola, Florida

J.E. Hall, Superintendent

EC062126

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F O R E W O R D

For years we have felt the need for adequate curriculum guidelines in Special Education. Very little material has been developed for this area of education. This Curriculum Guide for the Education of Mentally Handicapped Children is an attempt to fulfill our need. We feel sure that the guide properly used can improve Escambia County's program for our children.

We anticipate that teachers in using the guide during 1969-70 will make notations concerning strong and weak points and will make constructive criticisms that will improve the guide when it is revised during the summer of 1970.

On behalf of the Escambia County School Board, the County Superintendent and all the teachers who will use the guide, we wish to express our gratitude to the teachers and staff members who worked so unselfishly and diligently to prepare the guide. We are confident that the guide will prove to be a giant stride in the improvement of our educational program for Mentally Handicapped children.

Assistant Superintendent
Educational Services

E. L. Bowers*

*Escambia County suffered a great loss in the death of Mr. E.L. Bowers in July 1970. His leadership and encouragement was responsible for much of the development of the Special Education program in the county, and for the original Curriculum Guide.

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A C K N O W L E D G E M E N T S

Grateful acknowledgement is made to the following individuals for their assistance in the preparation of this Curriculum Guide.

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Special appreciation is due Mr. Lawrence Wynn, Director of Special Education, 1969 - 1971, for the significant progress made in Special Education during this time, and for his help in formulating the curriculum; and to Mr. Hosea Skipper, Director of Pupil Personnel Services, and Acting Director of Special Education during the 1968 - 1969 school year.

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INTRODUCTION

The basic philosophy of education and the underlying principle for the education of retarded children has been explicitly expressed by Jane Woolsey in a Teacher's Philosophy:

> Every individual born has certain potentialities and certain limitations. Education has one primary purpose: To help the individual to realize his full potentiality that he may function completely as a contributing member of society, and to help him understand, accept, and compensate for his limitations. In this respect the education of the retarded child is no different from education of all children.[1]

Since educable mentally retarded children are limited in ability and exhibit a need for certain specific skills, a special educational program is imperative. Educators have a responsibility to establish modes of teaching geared to the limitations and capabilities, and to the differences in the rate of maturation in these children.

Specialized methods are necessary to enable them to become contributing members of society upon reaching adulthood. Those retarded children who continue to attend school in the regular classroom, and those who for one reason or another, are not allowed to take advantage of a special educational program are less likely to develop to full potential. They are apt to become dependent, rather than independent or partially independent members of society.

[1]Texas Education Agency, Curriculum Guide Special Education. Vol. I, Austin, Texas, 1962

This guide is designed for the educable mentally retarded pupil whose needs warrant a departure from the traditional instructional program. It contains an inclusive description of mental retardation, definesthe educable mentally retarded pupil eligible for special instructional services in Escambia County describes characteristics of different age groups, defines educational goals and objectives, suggests activities, and outlines curriculum content (from the primary level through high school) to implement these goals.

The functional intent of these guidelines is to assume flexibility in planning by the teacher. He plans to meet both the immediate needs and long term goals for each pupil. As he plans for each pupil, he will also plan to meet the needs of the group. This is not always an easy task, and may, sometimes, be difficult, but by continued planning and evaluation a realistic curriculum which provides for a planned preparation for living is possible. Meeting this challenge requires resourcefulness, creativity and ingenuity by the teacher.

* * *

REVISED EDITION

The revised edition of the curriculum guide was prepared by a committee of classroom teachers, incorporating suggestions made by the teaching staff of the EMR classes. Major changes were made in the organization of the outlines, which now follow subject matter headings; and in the additions to the introduction.

The revision is published in two sections: Elementary and Secondary.

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MENTAL RETARDATION: A DEFINITION

Mental Retardation refers to subaverage general intellectual functioning which originates during the developmental period and is associated with impairment in adaptive behavior.*

Subaverage refers to performance which is greater than one Standard Deviation below the population mean of the age group involved on measures of general intellectual functioning.

General intellectual functioning may be assessed by performance on one or more of the various objective tests which have been developed for that purpose.

Developmental period includes the time from conception to approximately sixteen years.

Impairment in adaptive behavior. Adaptive behavior refers primarily to the effectiveness of the individual in adapting to the natural and social demands of his environment. Impaired adaptive behavior may be reflected in: (1) maturation, (2) learning, and/or (3) social adjustment. These three aspects of adaptation are of different importance as qualifying conditions of mental retardation for different age groups.

*****

The educable mentally retarded child for whom this curriculum is planned is a child who has a measured intelligence quotient between 50 and 75, a mental age of approximately one-half to three-fourths of his chronological age.

* Heber, Rick. Manual on Terminology and Classification in Mental Retardation. American Association on Mental Deficiency. 1961.

CHARACTERISTICS OF MENTALLY HANDICAPPED CHILDREN

The characteristics generally associated with mentally handicapped children are typical of the characteristics of the population as a whole. Differences in characteristics are a matter of degree and not of kind. Any person, regardless of intellectual ability, may under certain conditions show evidence of a degree of disability, for instance, in problem solving.

Although in describing general characteristics we are speaking of a group of children, individuals in the group may show any one or a combination of several characteristics. Some individuals may exhibit none of the characteristics to a noticeable degree.

Consideration is given to two different categories of characteristics: Primary characteristics which influence certain types of behavior; and secondary characteristics which are evidenced in the interaction of the primary characteristics with physical and social environment.

Primary characteristics are rooted in the anatomy and physiology of the child and are determining factors of intellectual and physical growth and development. In recent years, however, research has shown that these inherent characteristics can be modified by cultural experiences, diet, social and emotional adjustment, and effectiveness of educational experiences.

The physical development of mentally handicapped children follows the same sequence as that of other children, although they may not achieve the levels of fine motor coordination that their normal peers do. It has been stated that, as a group, they are smaller in size

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and weight, more prone to illness, and have more physical handicaps. It is difficult, however, to determine whether these characteristics are associated with impaired intellectual development or with sub-standard environmental conditions. Except in the case of brain-injured children, the mental handicap and physical handicap may not be related.

Although the teacher should be aware of physically handicapping conditions and be concerned as to adaptations and special services needed, the educational focus should be on the educable mentally retarded child as a total organism and not on a particular unique condition.

Intellectual characteristics of the EMR child are similar to those of normal children, differing more in degree and rate of development than in kind. They follow the same sequences in the cognitive skills, although they may not reach levels of abstraction and inference or acquire as broad a base of knowledge.

EMR children, like normal children, learn through experience. Like other children they apply the processes of imitation, reasoning and generalization to the degree their mental ability will permit. They acquire concepts and develop value systems. In the academic areas their rate of learning will be slower; they will not learn as much. More repetition is needed for learning, but once learning takes place, it can be retained as long as it is used.

Psychologically, EMR children, like all children, need love, security, recognition and a sense of belonging. Intellectual disability in many cases operates to prevent fulfillment of these needs in the school and community setting if not in the home. The teacher can actively work toward helping the handicapped child meet his basic needs within the limits of his relationship with other children and with the adults within his frame of reference.

To the degree possible, the classroom should be a desirable locale for the child, and acceptance and recognition should not be something he has to earn.

Usually the intellectual characteristics of EMR children are stated in terms of intellectual quotient (IQ) and mental age (MA). The IQ describes the position of the child and his rate of mental development in relation to the total distribution of intelligence of the population as measured by a specific test.

The intelligence test is a sampling of the child's behavior in a specific condition. The psychologist's report will contain his evaluation of this situation and his impressions. Ideally, his impressions will project into classroom situations. The teacher will be aware of the limitations imposed by the test situation. It is difficult to predict how the child will behave within a group of children and with his teacher in the presence of other children. It would be profitable for the teacher to discuss the evaluation with the psychologist rather than rely simply on the data included in the evaluation.

The IQ score alone is of little use to the teacher. It merely establishes one estimate of the child's rate of mental development.

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Much reference can be found as to whether a child's IQ can be changed. Whether or not one accepts the idea of changing IQ, it is evident that the child's abilities will result in different learning patterns and different achievement under different circumstances. To set a ceiling on the educational expectations for a child on the basis of IQ may be an unjust discrimination against and limitation for the child.

Children with comparable IQ's will exhibit a variety of learning patterns. Educational goals and plans for learning experiences can be more effectively related to the child's position in a sequence of skills. The skill to be learned would be determined by past learning and the sequence; the experiences, activities, and content of the learning experience can relate to the chronological age of the child and the needs or characteristics of his level of maturation.

A child's mental age ($MA = \frac{\text{age in months} \times IQ}{100}$) is a measure of his present intellectual status as related to chronological age (CA). Thus, regardless of his CA, a child is assigned a MA of 8 years when his total performance on a test is on a par with an average 8-year-old child. But very often the life experiences of the EMR child alter the qualitative nature of his mental age simply because he has lived longer and has had experiences not yet available to the normal and gifted child of the same mental age.

The performance and behavior of the EMR child may vary well vacillate between his mental age and his chronological age, depending upon the nature of the task and/or of the situation in which he is involved. For example, it is most frequently found that an EMR's academic ability will most nearly approximate his mental age while his physical status reflects his chronological age. Emotionally, the EMR child will frequently react to many situations in terms of his mental age. At the same time, his social maturity will, in some areas, approach his chronological age.

The secondary characteristics of the EMR child are the outcome of the imbalance between the child's primary characteristics and his physical and social environment, and usually take the form of behavior and attitudes. Behavior and attitudes most frequently associated with EMR children include over-aggressiveness, self-devaluation, short attention span, poor memory, delayed language development, low tolerance for frustration, and others.

The concept of frustration-proneness draws into realization the fact that the EMR child will be faced with difficult or impossible situations more frequently than his normal peers because he is operating in a "normal" world. He is, therefore, more liable to find himself obviously inadequate while others around him succeed. Careful planning in the classroom may effectively reduce the number of frustrating situations by providing assignments with a high probability of success. This reduction of frustrating situations may enhance the child's ability to withstand hitherto intolerable situations outside of school and make him more acceptable socially and emotionally.

Another characteristic of the EMR child is that of self-devaluation as a result of an imbalance between the child's intellectual and physical competencies and the demands of his environment. This tendency is increased by the EMR child's limited ability to assess his capabilities and limitations realistically. The extent to which he can correctly estimate his abilities and limitations will frequently determine the quality of his adjustment in society; it is, therefore, necessary that the teacher institute measures to counteract tendencies toward self-devaluation as early as possible. A teacher can arrange conditions and assignments to assure a concentration of successful experiences

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to dissipate his feelings of unworthiness. As the child begins to show increasing signs of self-confidence, realities of failure should be permitted to enter the plan. By discussing what happened and why, the child may begin to see the factors of failure as they apply specifically to him. By guiding the child in his evaluation of his ability to solve a problem, a teacher may help him shape his self-concept to one more nearly consistent with reality.

Conflicts between the EMR child's intellectual ability and the demands of academic and social situations often manifest themselves as disabilities in learning. These disabilities may be identified as

1. A tendency to oversimplify ideas and concepts --(he will do better with concrete or functional ideas and concepts than he can with abstractions.) For example, when asked to define or describe an object, the EMR child will most frequently do so in terms of its utility -- (thus, an orange is for eating, a chair for sitting, etc.)
2. Reduced ability in generalization -- (the more abstract the related concepts in situations embodying a common principle the more difficulty the EMR child has in seeing the common-abilities in the situations. In social learnings he may have considerable difficulty in seeing the common features of two similar situations separated in time and space.)
3. Short memory and attention span
4. Limitations in incidental learning -- (an EMR child will frequently learn something about a central theme but very little, if anything, incidental to it. Rarely can the teacher take for granted that EMR children will learn simply because they are in the immediate vicinity of information.)

The most important and constructive characteristic of the EMR child is the fact that he is educable - he has the potential to profit from a learning situation that takes into account all of the characteristics discussed earlier according to the frequency and intensity that they exist in the individual child. Fortunately, while EMR children exhibit individual differences, they also generally have commonalities in ability, performance, and behavior that permit both individual and group programming and instruction.

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GUIDE TO COMPARATIVE GRADE PLACEMENT

The program of advancement for the educable mentally retarded, to a degree, conforms to the regular grade levels on the basis of chronological age. Teachers may use the following comparison to integrate their class schedule with the school's program of activities; to facilitate attendance recording and other reports within the school; and to accommodate the child's need to identify with a regular grade level.

ELEMENTARY SCHOOL

Primary I	1
Primary II	2
Primary III	3
Intermediate	4, 5, 6

MIDDLE SCHOOL

Pre-Vocational I	6
Pre-Vocational II	7
Pre-Vocational III	8, 9

HIGH SCHOOL

Vocational I	9
Vocational II	10
Vocational III	11
Vocational IV	12

MENTAL AGE REFERENCE CHART

CA	I.Q. 51	I.Q. 56	I.Q. 61	I.Q 66	I.Q. 71	I.Q. 76	INTELLECTUAL GRADE PLACE.	SPECIAL CLASS RANGE
6-0	3-1	3-4	3-8	3-11	4-3	4-7		
6-6	3-4	3-8	3-11	4-3	4-7	4-11	Nursery	
7-0	3-7	3-11	4-3	4-7	5-0	5-4		
7-6	3-10	4-2	4-7	4-11	5-4	5-8	Kindergarten	
8-0	4-1	4-6	4-11	5-3	5-8	6-1		
8-6	4-4	4-9	5-2	5-7	6-0	6-6	First Grade	Primary
9-0	4-7	5-0	5-6	5-11	6-5	6-10		
9-6	4-10	5-4	5-9	6-3	6-9	7-3	Second Grade	
10-0	5-1	5-7	6-1	6-7	7-1	7-7		
10-6	5-4	5-10	6-5	6-11	7-5	8-0		
11-0	5-7	6-2	6-8	7-3	7-10	8-4	Third Grade	Inter-mediate
11-6	5-10	6-5	7-0	7-7	8-2	8-9		
12-0	6-1	6-8	7-4	7-11	8-6	9-1		
12-6	6-4	7-0	7-7	8-3	8-10	9-6	Fourth Grade	
13-0	6-7	7-3	7-11	8-7	9-2	9-11		
13-6	6-9	7-5	8-1	8-9	9-5	10-1		
14-0	6-11	7-8	8-4	9-0	9-8	10-4		Middle School
14-6	7-1	7-10	8-6	9-3	9-11	10-7	Fifth Grade	
15-0	7-3	8-0	8-9	9-5	10-2	10-10		
15-6	7-5	8-2	8-11	9-8	10-5	11-1		
16-0	7-7	8-4	9-1	9-10	10-7	11-4	Sixth Grade	
16-6	7-8	8-5	9-2	9-11	10-8	11-5		
17-0	7-8	8-5	9-2	9-11	10-8			Senior
17-6	7-8	8-5	9-2	9-11	10-8			
18-0	7-8	8-5	9-2	9-11	10-8			

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PREPARING LESSONS AND UNITS TO MEET CHILD'S NEEDS

In the basic skills areas such as reading, arithmetic, language arts, some individual planning is necessary. Even if a group of students may be placed at the same stage of achievement, some will move faster than others. Planning should permit each child to move at his own speed rather than to be held back to wait for others in the group or to be moved on because the rest of the group is ready. To move to a new step before a previous one is mastered will cause confusion and frustration.

In subject content which relates more nearly to chronological age and interest than to mental age, more grouping can be based on interest and maturity. Even in these areas, however, the matter of readiness must be considered. In such cases, broad generalized information can be given to larger groups, with varied assignments being given for individual or small-group assignments as follow-up.

The use of realistic life situations can be utilized regardless of the level of the child's achievement if varied assignments and activities are planned. A trip to the grocery store, for instance, might be followed by such varied assignments as:

1. The child who can only add: Provdie a list of foods to be located. The child could calculate the total cost.
2. The child who is learning subtraction: Locate two or more brands of the same food, find the difference between prices.
3. Multiplication: How much would a specified number of items at the same price cost?
4. Division: Find items marked at "2 for --" or "3 for --" and determine the cost of one item.

Preparation of several different worksheets can be avoided, if desired, by preparing one worksheet which contains problems covering the entire range of the class. Sheets can then be cut at the end of the work a parti-

cular child or group is expected to do. If the teacher does not want to give a child a sheet that looks different from that of the rest of the class, she may simply instruct the class to "work as many as you can." As work progresses, she should observe the work of the students so that she can stop a child when the work designed for him has been completed and suggest alternate activities if others in the class are still working.

Differentiated assignments can also be given in lessons that require reading. For the non-reading child, oral information and instructions can be given. An attempt can be made to teach words that appear often in written instructions. For seat-work, he might be assigned a few meaningful words to learn by means of picture matching or other suitable activities (taped lessons, film lessons) or he may be assigned related activities which do not demand reading or writing.

Meaningless copy work should not be given. Writing of words or learning to spell words should follow recognition of the words. Sufficient oral presentation of basic subject content will not only provide opportunity for the non-reading child to absorb content, but will also reinforce learning for those who read.

In the class which contains children of several reading levels, differentiated content sheets may be provided, or one lesson can be made to serve needs of all groups if a portion of each lesson is written in a few simple sentences containing words in the vocabulary of the lowest reader and/or words which will be included in the vocabulary portion of the lesson.

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INTRODUCTION TO OUTLINES

The program of study is based on three major areas of attainment: Physical, personal and social, and vocational skills. These terms may be defined as follows:

PHYSICAL COMPETENCIES:

> The ability to coordinate and to use the body efficiently in working tasks and in recreational areas; to develop stamina; and to construct good health patterns consistent with the optimal level of the individual, in consideration of the limitations of physically handicapping conditions.

PERSONAL AND SOCIAL COMPETENCIES:

> Personal Competence is the ability to make maximal use of the physical, emotional and intellectual aptitudes so that the individual may develop internal controls and function to optimal level.
>
> Social Competence is the ability to adapt behavior so as to be able to live successfully in a social group.

VOCATIONAL PROFICIENCIES:

> The development of work skills and attitudes, from participation in experiences, that will allow the student to compete within the community job market.

To facilitate the teacher in organizing class routines, the content of the elementary program is organized under the traditional headings of reading, arithmetic, etc. However, skill areas are not taught in isolation, but integrated in a total approach for developing the educable mentally retarded child to his maximum potential so that he may become a contributing member of society.

The outlines for the various levels of advancement are not to be considered as independent units of study to be used as the focus of classwork for all children within that grade level, but rather as a guide to the sequence of content to be presented to the child of suitable mental level in planned progression from one level to the next as the child acquires sufficient background skill and exhibits readiness for the next level.

The education of the child may be thought of as a continuum of skills, each building on the foundation of the previously learned skill. Each segment of the continuum must be mastered before the next level can be learned.

At any grade level, some children, although ready for advancement in some ways, will need to continue to gain skill in the content of a previous level; others may be ready for the maximum level of his class placement or for beginning on the skills of the level ahead.

It will be noted, also, that within the educable range, some children will be characterized by near-average capability in one skill, but far below full-scale measured potential in another. In such cases, the child will need to be grouped with more advanced students for one skill, while working with less advanced students in another; or he will need adaptation of the content so as to permit continued progress.

To limit a child's advancement in, for instance, arithmetic skills because he is still on readiness level in reading would defeat the purpose of special class placement.

It would be most advantageous to the program here outlined if each educational center contained two or more special classes. Such a setting would permit more flexible and more effective student groupings. Team teaching would allow the most beneficial use of a teacher's talents and time.

However, in centers where one class must include students of two or three levels of advancement, it is suggested that the teacher arrange for greatest possible flexibility in small groups within the classroom, combined with an individualized approach in order to allow each child to move sequentially in the program.

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The teacher is strongly encouraged to plan skill development around activities and subject content which relate more nearly to the child's chronological or interest level rather than to his academic level which will, in nearly all cases, fail to motivate him to the levels of skill which are attainable.

Although the conventional text-book can serve a purpose in the EMR class, it should be used wisely and comprise only a minor poriton of the child's educational experience.

THE MIDDLE SCHOOL

Pre-Vocational

MIDDLE SCHOOL

The following curriculum for the E.M.R. program in the Middle School is designed for the pupil through fifteen years of age, mental age 6 through 10-10.

The program is developed according to subject areas in order to accommodate the bell system in a regular school facility, and to provide the teacher with a clear outline of the sequence in each subject field.

Each academic area contains minimum to maximum learning skills and includes topics that should be developed at some point during the three years in the middle school program.

Besides his limited ultimate growth, an E.M.R. child has varying skill levels. He will not achieve maximum learning skills in every subject. For example, if a child cannot progress beyond a certain level in his reading skills, it would be impossible for him to master reading. At this point he needs a program that will help him recognize words he may encounter later in the community or on a job. The teacher needs to use methods other than written communication to help this child learn and develop in other areas: tapes, films, pictures, puzzles, etc. His intellectual limitations restrict his progress, but he must sustain a challenge to his ability on whatever level he is at. Once the child has achieved his maximum learning skills in a subject, the teacher must help him apply his skills and increase his information at his level through various techniques.

This curriculum provides an outline of subject matter related to the skills the student would possibly achieve. The teacher is free to organize lesson units in whatever manner is suitable for her particular group of students.

The daily schedule should be used only as a guide in planning for sequences and specific learning skills. The list of suggested units, model unit and sources are given to assist the teacher in the development of her own approach.

GOALS

The instructional program promotes the following goals:

1. To further develop gross and fine motor skills.
2. To improve personal and social relationships.
3. To foster creative expression of feeling and self.
4. To strengthen adequate health and safety habits.
5. To develop acceptance and understanding of home responsibilities.
6. To develop academic skills through opportunity for functional use.

7. To explore the community and the functions of workers in it.
8. To develop personality, character, and acceptable habits.
9. To promote vocational readiness.

CHARACTERISTICS OF PUPIL

PHYSICALLY, the educable mentally retarded child resembles his chronological age group. He enters Prevocational I in late childhood and reaches adolescence during this stage. He may experience rapid growth and body changes. At this time he is likely to be poorly coordinated. As an adolescent, secondary sex characteristics appear, and he becomes self-conscious about his physical appearance. He may be much concerned with trying to improve his looks.

INTELLECTUALLY, he follows the same developmental sequence as his peers, but differs in rate and degree of development. He learns more slowly and has limited ability in the academic area. He needs to apply the skills he can master to real life situations. Since his home environment has great affect on his motivation to learn, materials need to be related to his background experience.

SOCIALLY, he resembles his age group. He tries to conform to adolescent behavior expectations. He has a strong desire to belong to a group and attempts to imitate adults. He needs the socializing experience of other students in order to help him recognize and evaluate his limitations--an important process of personality integration.

EMOTIONALLY, he is closer to his mental age. His behavior is more stable because he is more able to understand what is expected of him. He reacts quickly and is changeable, but has learned better internal control. He makes some attempt to compensate for inadequacies.

INSTRUCTIONAL OBJECTIVES

MATH

By the end of middle school, the student should be abl to perform the following tasks:

1. Count orally to 1.000.
2. Read numbers to 100,000.
3. Write number names to one hundred.
4. Add 3-place numbers with carrying.
5. Subtract 3-place numbers with borrowing.
6. Multiply by a 2-digit multiplier with carrying.
7. Divide by a 2-digit divisor with remainder.
8. Identify and draw accurately a circle, a triangle, a rectangle, and a square.
9. Identify and draw fractional parts of 1/2, 1/4, 1/3 1/5 on geometric shapes and concrete objects.
10. Write correctly and in sequence the names of the d and the names of the months.
11. Identify time from a clock to 5 minutes before and 5 minutes after any hour, including half-hours and quarter-hours.
12. Add and subtract hours and minutes.
13. Identify time written in a.m. and p.m.
14. Count coins to $5.00 using various combinations of pennies, nickels, dimes, and quarters.
15. Count bills to $20.00, using various combinations of $1, $5, and $10 bills.
16. Measure accurately, using these items: ruler, cup scale and yardstick.
17. Convert measurements from small to large and the reverse.
18. Demonstrate the ability to maintain a checking account.
19. Demonstrate an understanding of a savings account.
20. Explain ways of buying: charge accounts, loans, installments.

LANGUAGE ARTS

1. Relate orally in front of a group a story demonstrating selection of an inoffensive topic, sequen of events, important information, and clear pronunciation of words.
2. Demonstrate, through daily behavior, courtesy in speaking and listening needed in daily social inte action, telephone conversations, and job interview
3. Write a story using correct sentence structure, capitalization and punctuation.
4. Write a business letter that includes all pertine information and correctly address the envelope.

5. Demonstrate an understanding of application forms by correctly completing work permits, social security blanks, and simple job applications.
6. Correctly use resource material such as dictionary, library, schedules, telephone directory, and instructional manuals to find information.
7. Demonstrate clear legible cursive handwriting in daily lessons.

HOME AND FAMILY LIVING

1. Explain the responsibilities of family members and the rewards of responsible family interaction.
2. Discuss types of family discipline, emotional effects on family members, and problems of sibling rivalry.
3. Compare types of family dwellings, necessary furnishings, and methods of improving and repairing.
4. Select appropriate clothing and proper methods of caring for clothes.
5. Plan a meal demonstrating a knowledge of amount of of food needed, balanced diet, and proper table setting.
6. Discuss sources of family income and expenditures.
7. Demonstrate good manners in social interaction and in behavior in public places.

READING

1. Read common signs, safety signs, simple menus, and the two sets of Dolch word cards.
2. Use word attack skills in learning new words.
3. Follow directions on instruction tags and labels on common commercial products.
4. Use newspaper, maps, and catalogues to find information.
5. Answer questions about a story that demonstrate comprehension, and ability to reason and evaluate.
6. Read material for enjoyment and leisure.

HEALTH AND SAFETY

1. Demonstrate habits of cleanliness, healthful diet, proper use of public facilities, and a balanced routine of rest and exercise.
2. Identify household hazards and recreational dangers that cause accidents.
3. Demonstrate the ability to perform simple first aid.
4. Become aware of the dangers of tobacco, alcohol, and narcotics so as to evaluate the consequences of their use.
5. Become aware of the structure and functioning of the human body.

SOCIAL STUDIES

1. Become aware of basic personality needs and to seek out methods of developing rewarding social interaction and meaningful relationships.
2. See value in the qualities of a good citizen so as to demonstrate them in daily behavior.
3. Identify the public services provided by government through taxes.
4. Accept laws as necessary for order and self-protection.
5. Use proper resources in finding job opportunities and to select ones that are most suited to personal qualifications.
6. Complete successfully all steps of applying for a job.
7. Daily demonstrate qualities necessary in holding a job.

SCIENCE

1. Be aware of the causes and effects of weather and the sources of weather information.
2. Identify causes and effects of different kinds of pollution.
3. Discuss possible solutions to pollution problems.
4. Accept individual responsibility in preventing pollution.
5. Be aware of the growth and functions of plant parts.
6. Identify dangerous animals and occasions when it is better to leave animal alone.

PHYSICAL EDUCATION

1. Improve gross motor coordination so the child demonstrates skill in balance, timing, rhythm, endurance and judgement of distance.
2. Improve fine motor coordination so the child demonstrates skill in accuracy and dexterity in delicate tasks.
3. Improve self-confidence, sportsmanship and agility through participation in games and sports.

MIDDLE SCHOOL

MATH

I. Basic Concepts

A. Number values 10 to 1,000

B. Word names - read and write

1. 1 to 20
2. 21 to 100
3. 100 to 10,000

C. Count from 11 to 1,000

D. Place value - ones, tens, hundreds, thousands

E. Use correct process with proper arithmetic sign

II. Basic Processes

A. Addition

1. simple, 1 to 20
   a. horizontal
   b. vertical
2. 2-place numbers with and without carrying
3. 2 and 3-place numbers with carrying
4. zero means "nothing" - adds using zero correctly
5. money - dollars and cents

B. Subtraction

1. simple, 10 to 20
   a. horizontal
   b. vertical
2. 2-place numbers with and without borrowing
3. 2 and 3-place numbers with borrowing
4. zero means "nothing" - subtracts using zero correctly
5. money - dollars and cents

C. Multiplication

1. simple - short way of adding
   a. 1 to 5 tables
2. one-digit multiplier with carrying
3. 2-digit multiplier with carrying

D. Division

1. simple - short way of grouping or subtracting
2. 1-digit division with remainder
3. 2-digit division with remainder

E. Problems

1. 1-step problems
   a. written
   b. oral

2. 2-step problems
   a. oral
   b. written

F. Fractions

1. recognize and draw 1/2, 1/4, 1/3 in concrete objects and geometric shapes
2. identify 1/2, 1/4, 1/3, 1/5, 1/6, and 1/4 in geometric shapes
3. simple addition of simple fractions
4. simple subtraction of simple fractions

G. Recognize and draw accurately geometric shapes

1. circle
2. triangle
3. rectangle
4. square

III. Measurements

A. Time

1. calendar
   a. coordinates days and dates
   b. sequence of days and months
   c. problems with days, weeks, and months
2. clock
   a. hour and half-hour
   b. 5-minute intervals and 1-minute interval
   c. minutes before
   d. minutes after
   e. quarter-hour
   f. addition and subtraction of time
      1) rate of pay
      2) schedules - movie, T.V, transportation

B. Money

1. count to $5.00 using pennies, nickels, dimes and quarters
2. count bills to $20.00 with 1 dollar, 5 dollar, 10 dollar bills interchangeably
3. decimal separates dollars from cents
4. match money with prices

C. Linear

1. inch, foot, yard
2. 1/2 inch, 1/2 foot, 1/2 yard
3. use of ruler; yardstick

D. Liquid

1. cup, pint, quart, gallon
2. 1/2 cup, 1/2 pint, 1/2 quart, 1/2 gallon
3. use of measuring cup

E. Dry

1. pounds, ounces
2. 1/2 pound, teaspoon, tablespoon
3. use of scale

F. Temperature

1. freezing
2. boiling
3. read a thermometer

IV. Banking

A. Checking account

1. opening
   a. regular account (with service charge)
   b. special account (fixed price per check)
2. deposit
3. endorsement
4. statement
5. stub
6. purpose

B. Savings account

1. opening
   a. savings and loan companies
   b. bank
   c. interest rate
2. deposit
3. withdraw

C. Taxes

1. federal
2. property
3. sales
4. other local, state taxes

D. Ways of buying

1. credits
   a. open charge
   b. revolving charge
2. loans
   a. interest rate
   b. monthly payments
3. installment
   a. down payment
   b. monthly payment

LANGUAGE ARTS

I. Oral Communication

A. Reports and observations

1. choose interesting and inoffensive topics
2. poise and confidence
3. clear pronunciation of words
4. relates story in sequence

B. Discussions

1. remains on selected topic
2. makes contributions that are to the point
3. shows courtesy
   a. avoids monopolizing the conversation
   b. disagrees graciously

C. Listening

1. pays attention to speaker
2. does not interrupt

D. Interviews

1. interviews
2. inquiries
   a. personal
   b. telephone

II. Written Communications

A. Grammar

1. recognizes and composes sentences
   a. statements
   b. questions
2. punctuation
   a. period
   b. question mark
   c. comma
   d. apostrophe
   e. quotation mark
3. capitals
4. singular and plural
5. noun and verb
6. tense
7. possessives
8. compound words
9. rhyming words
10. synonyms

B. Word attack skills

1. sound of consonants
2. long and short vowels
3. blends
4. digraphs
5. root words

6. prefixes and suffixes

C. Spelling

1. basic sight vocabulary
2. names of people, streets, and addresses
3. unit words
4. holidays, days, months

D. Letter writing

1. simple letters
2. addressing an envelope
3. applications
   a. job
   b. working permit
   c. Social Security
4. business letters

E. References

1. alphabetizing
2. dictionary
3. telephone directory
4. library
5. format of book
   a. table of contents
   b. index
6. schedules
7. instructional manuals
   a. cookbooks
   b. games instructions

F. Handwriting

1. manuscript
2. cursive

HOME AND FAMILY LIVING

I. Family Relationships

A. Role of members

1. parents
   a. financial support
   b. provide health care
   c. clothing
   d. food
   e. shelter
2. child
   a. cooperates with family members
   b. respects rules
   c. helps with household tasks

B. Privileges

1. comfort

2. common sharing

II. Family Problems

A. Discipline

B. Sibling rivalry

C. Emotion

III. Housing

A. Types
1. apartments
2. rooms
3. trailers
4. tenement houses
5. single-family dwellings

B. Renting and owning

C. Furnishings

1. cleanliness
2. improvement
a. furniture
1) new
2) second-hand
b. appliances
c. linens
3. upkeep and repairs
a. painting
b. yard work
1) seeding
2) mowing
c. antiquing
d. building

IV. Clothing

A. Cleanliness

1. dry cleaning
a. self-service
b. special sales
2. washing
a. permanent press
b. separate whites and colors
c. choosing detergents; other aids
3. ironing

B. Fit

1. hems
2. buttons
3. simple alterations

C. Appropriateness

1. seasonal

2. casual versus dress
3. job interviews

V. Food

A. Planning for meals

1. diet
2. table setting
3. manners

B. Simple preparations

C. Buying groceries

1. amount
2. shopping - comparison

D. Caring for kitchen utensils

E. Efficient arrangements in kitchen

VI. Income and budget

A. Sources

B. Expenditures

1. food
2. clothing
3. housing
4. utilities
5. insurance
6. medical
7. savings
8. transporation
9. recreation
10. education

VII. Good Manners

A. Introduction

B. Telephone

1. business
2. information
3. personal

C. Behavior in public places

1. restaurants
2. buses
3. stores
4. theaters
5. recreation centers

READING

I. Reading Skills

A. Basic Sight vocabulary of about 300 words

1. Dolch word cards
2. common signs
   a. industrial safety signs
   b. highway signs
3. school menus, bulletin boards, posters

B. Word attack skills

1. recognizes picture and context clues
2. uses structural clues
3. phonetic analysis
   a. consonant sounds
   b. long and short vowels
   c. blends
   d. rhyming words

II. Comprehension

A. Reads to answer question

B. Follows directions from reading materials

1. directions on soap, detergent bottles, cleaners
2. recipes
3. labels
   a. food
   b. clothing
4. washing instructions

C. Reads for information

1. newspaper
   a. want ads
   b. movies
   c. weather
   d. advertisements
   e. current events
2. mail
3. catalogues
4. maps

D. Reads for enjoyment

HEALTH AND SAFETY

I. Health Habits

A. Cleanliness

1. skin and hair
2. teeth and gums
3. nails
4. use of cosmetics
5. change of clothes
6. rest and sleep
7. play and exercise
8. diet

a. "basic four"
b. precautions in eating
9. posture
10. communicable diseases
11. proper use of public facilities

B. Use of alcohol, tobacco and narcotics

II. Knowledge of the Body

A. Structure

1. bones
2. muscles
3. organs

B. Systems

1. digestive
2. circulatory
3. respiratory
4. skin

III. Safety

A. Preventing accidents

1. household hazards
2. fire prevention

B. Kinds of safety

1. water safety
2. recreational safety
3. safety in the home
4. safety when hiking and camping
5. pedestrian safety
   a. bikes
   b. cars

C. First Aid

1. care of infection
2. control of bleeding
3. care of animal bites
4. artificial respiration
5. burns
6. cuts
7. shock
8. poisoning
9. fainting

D. Public disaster

1. Civil Defense
   a. weather
   b. national security
2. National Guard

a. order
b. safety and protection
3. who makes laws
4. ways of changing laws
5. what can happen to offenders
a. court
b. fine
c. prison
d. record

C. Community taxes pay for services

1. city taxes
a. sewers
b. telephone
c. lights
d. prepared foods
2. state tax

D. Civic responsibility

1. school
2. community

III. Jobs

A. Survey of interests

B. Jobs available in community

C. Getting a job

1. sources
a. newspapers
b. employment agency
c. friends
d. school counselors
2. qualifying
a. physical examination
b. required testing
c. specialized training
3. applying
a. interviews
b. references
c. applications

D. Holding a job

1. appearance
2. quality of work
3. attendance
4. punctuality
5. initiative
6. courtesy

SOCIAL STUDIES

I. Self Concept

A. Personality

1. personality needs
   a. love
   b. security
   c. recognition
   d. achievement
   e. growth
2. understanding
   a. self-acceptance
      1) physical and mental abilities
      2) mental and physical limitations
   b. problem-solving
   c. real friendship
      1) qualities of a good friend
      2) choosing friends
   d. assuming responsibility
   e. satisfaction of hard work
   f. personal goals
   g. changes in adolescent behavior
3. improvement
   a. self-control
   b. positive personality traits
   c. negative personality traits

B. Concept of a citizen

1. honesty
2. courtesy
3. loyalty
4. responsibility
5. respect for property and rights of others

II. Local Government

A. Public services

1. education
2. protection
3. street maintenance
4. sanitation
5. recreation
6. welfare

B. Laws

1. types of laws
   a. traffic laws
   b. conservation laws
   c. property laws
   d. fire laws
2. need for laws

11

SCIENCE

I. Weather
   A. Causes
      1. rain
      2. snow
      3. fog
   B. Daily weather
      1. observations
         a. clouds
         b. winds
      2. source of information
   C. Effect on environment

II. Conservation and Pollution
   A. Water
      1. preservation of fish
      2. causes of pollution
      3. possible solution
      4. individual responsibility
   B. Air
      1. causes
         a. industries
         b. cars
         c. insecticides
      2. possible solution
      3. individual responsibility
      4. effect on people and plants
   C. Soil
      1. erosion
      2. fertility
   D. Wild life
      1. rules for hunting
      2. protecting wild life

III. Plants
   A. Our dependence on
      1. food
      2. clothing
   B. Growth and function of parts
      1. seeds
      2. roots
      3. stems
      4. needs

IV. Animals

A. Kinds

1. farm - functional
2. pets
3. dangerous
   a. hurt animals
   b. snakes

B. Usefulness

1. foods
2. clothing
3. service

MOTOR DEVELOPMENT

A. Gross coordination

1. throwing and catching
2. skipping and walking
3. jumping and hopping
4. climbing
5. kicking
6. endurance
7. balance
8. rhythmic activities
   a. jump rope
   b. dancing
   c. clapping
9. timing
10. judging distance

B. Fine coordination

1. hand - eye
2. foot - eye
3. both hands
4. use of fingers for delicate tasks
5. accuracy
6. dexterity

C. Participation in sports and games

1. agility
2. sportsmanship
3. self-confidence
4. adherence to rules
5. ability to work with a group

ARTS AND CRAFTS

Use art for the development of creative expression, experimentation and accuracy of finger coordination.

Things to do:

A. Crayon
   1. swirls, lines, loops
   2. etching - use two colors, coat the first with the second. Scrape off the second in designs or pictures.
   3. 3 - line design - draw three lines; color sections made in different colors.
   4. string design - moisten 18 inch string with glue. Let string drop to paper. Color within the designs made by string.

B. Paints
   1. Batik - bright crayon design (dots, lines) paint over with black tempera.
   2. blots - a blob of tempera on center folds of paper-press
   3. potato prints

C. Drawing
   1. experience drawings
   2. mural painting
   3. self-portraits
   4. paper-bag masks
   5. maps of school, home, or community

D. Clay modeling

E. Things to make
   1. menus
   2. place mats
   3. paper flowers
   4. sales tags
   5. soap carving
   6. aprons
   7. puppets from cloth or brown bag
   8. animals or dolls from empty spools
   9. airplane or car models
   10. paper weights

F. Other materials
   1. yarn
      a. wrapping coat hangers
      b. weaving
      c. embroidery
   2. plastic lacing
   3. ceramic tile
   4. wood
   5. scrap materials

Many other suitable activities can be identified through consulting library books or art teachers.

FOUR-WEEK UNIT ON FOOD

Pre-Vocational I

This model unit is provided as a guide to the teacher for the preparation of units throughout the school term. It has been developed in five integral parts: objectives, content, procedure, materials, and evaluation.

OBJECTIVES:

1. To identify and label foods in daily use.
2. To be able to distinguish between foods from plants and food from animals.
3. To distinguish between natural and synthetic foods.
4. To group foods into the "basic four."
5. To plan a daily menu using the "basic four" properly.
6. To demonstrate acceptable eating skills.

CONTENT:

1. Plant sources: roots, stems, seeds, leaves, fruit
   a. roots: carrots, potatoes, sweet potatoes, radishes, beets, onions
   b. stems: celery, asparagus, rhubarb, broccoli,
   c. seeds: beans, peas, corn, barley, wheat, oats, rye, rice, soybeans, nuts, coffee, cocoa
   d. leaves: spinach, lettuce, cabbage, brussel sprouts collard greens, mustard greens, turnip greens, beet greens, tea
   e. flower: cauliflower
   f. fruit: apples, apricots, bananas, blueberries, cherries, dates, figs, grapefruit, olive, grapes, lemons, limes, cantaloupe, nectarines, oranges, peaches, pears, pineapple, strawberries, watermelon, cucumber, tomato, pumpkin, peppers
2. Animal sources: eggs, meat, dairy products
   a. meat
      1. poultry: chicken, turkey, duck, goose
      2. beef: roast, steak, ground (hamburger), stew meat
      3. pork: ham, bacon, pork chop, sausage, roast
      4. lamb: chops, roast, leg-of-lamb
      5. game: dove, quail, deer, possum, squirrel, rabbit
      6. fish and seafood: mullet, flounder, shrimp, crab, oyster, lobster, etc.
   b. dairy products: milk, cream, buttermilk, cheese, butter, ice cream
   c. eggs
3. synthetic foods: lunch meat, oleo, peanut butter, cereals, (breads, crackers, spaghetti, macaroni, etc.) condiments, mixes (cake, pudding, etc.) carbonated drinks

4. Basic Four (recommended amounts)

Meat	Fruits and Vegetables
2 or more servings; as alternates dried beans, dried peas, nuts	4 or more servings; citrus fruit for Vitamin C, dark green or deep yellow (Vitamin A) every other day

Dairy	Cereal and Bread
3 - 4 cups milk for children 4 or more for teenagers 2 or more for adults	4 or more servings daily

5. Menu (sample)
   a. breakfast: cereal or toast or grits, milk, juice (Vitamin C)
   b. lunch: hamburger on bun, French fries, carrot sticks, apple
   c. supper: mullet, sweet potatoes, collard greens, corn bread, pudding, milk
6. Eating Skills
   a. accepting and passing containers of food
   b. handling a glass, cup
   c. breaking large pieces
   d. handling, spoon, fork, and knife
   e. taking small bites
   f. chewing with mouth closed
   g. chewing food well
   h. spreading with a knife
   i. eating soup

FIRST WEEK

First Day: Fill a surprise box with pictures of food from the two food sources; plant and animal. Have two sources named on bulletin board. Each child pulls out a picture and tries to name the food and match the source on the bulletin board.

If a child can not match a picture with its source, then he puts the picture back in the box for the following day. Discussion.

Second Day: Have the children try to match the pictures left in the box from the previous day with their source on the bulletin board. Movie, "Food From Our Garden," #61, p. 28 in 1965-1966 film catalog.

Bring in an actual plant or have a child pick a few weeds. Introduce vocabulary - leaf, stem, roots, seed, flower, and fruit by having children label plant parts.

Use word cards.

Plant a bean in a used milk carton to show that plants grow from seeds. Each child may have his name on it.

Third Day: Use transparency to illustrate plant parts. Have word cards on chalk tray. Ask each person to identify parts using word cards. If he does so correctly, he may keep the card and act as captain of a group that must think of examples of food that match its card. List the findings on the board. Discussion.

Fourth Day: Show the class an egg and a carton of milk. Ask them to vote on which source they think each comes from. Have pictures of animal sources in hand. Ask child to guess which animal she is looking at. If the child guesses correctly, he pins picture on bulletin board under "Animals."

Movie, "Where Does Meat Come From," #1064, p. 215. Put word cards on chalk tray. Let them match kind of meat with pictures of animals.

Fifth Day: Review difference between plant and animal sources. Worksheet. Match pictures with words. Ask "What have you eaten from animals today?"

Evaluation: Did the pupils perform objectives one and two? How well?

SECOND WEEK

First Day: Prepare a list of mainly synthetic foods (using a few plant and animal sources) for the overhead projector.

Ask the children to pick the plant and animal sources. Introduce the idea of a third source - synthetic.

Define the word synthetic as a food or material made by mixing two or more different foods or materials together. Add the word to the bulletin board. Have food container labels to match pictures of synthetic foods. Let the children read them to see the kinds of materials that make up each synthetic.

Second Day: Have the class prepare a synthetic food using a simple recipe requiring no cooking. Have each child sort all the food pictures from the three sources into the proper categories.

Third Day: Introduce the need for a properly balanced diet by showing pictures of people with various deficiencies. Stress the fact that starvation may have two meanings: (1) no food at all or (2) not enough of the proper kinds of food.

Fourth Day: Take down the source headings from the bulletin board and put up basic four headings. Mix the food pictures up and let the children find the right category for them under the basic four groupings. Put up a chart showing what each food group does for us.

Fifth Day: Prepare a worksheet for the students with a list of the foods and basic four categories for them to group. Give examples of food deficiencies and have them draw pictures of the best foods to remedy the deficiencies.

Evaluation: Did the pupils perform objectives one, three and four? How well?

THIRD WEEK

First Day: Each student is to make a menu for one meal, using the basic four food groups as a guide. Show the movie, "Balance Your Diet for Health and Appearance." Discussion.

Second Day: Make an illustrated chart of required servings per day. Explain the chart to the students and have the children list on the chalkboard examples of food for each type of serving. (Dark-green, yellow vegetables, etc.) Make a sample menu with the class. Write it on the chalkboard.

Third Day: Make a selection for three meals from a restaurant menu. Explain unfamiliar terms. Remind students to include appropriate number of servings from the Basic Four Food Group.

Fourth Day: The class will participate in a field trip to Morrison's Cafeteria. Prepare children to note the menu on the wall behind the counter, the variety of foods available, the eating utensils provided, the cleanliness of the kitchen facilities and dining area.

Fifth Day: Assemble desks in long line resembling food line. Simulate a cafeteria with a menu written on the board. Paste pictures of different foods on the front of the shoe boxes. Fill each box with word cards for the food pictured.

Have children go through the line with a tray borrowed from the cafeteria. He is to select word cards from the various food boxes so that he picks a balanced meal. Return to seats with cards on their tray. Discuss the meals selected as to their balanced content. Those who have chosen a balanced meal may receive a brownie.

Evaluation: Did the pupils perform objectives one, four, and five? How well?

FOURTH WEEK

First Day: Place teaspoons, forks, knives, soup spoons, place mats, napkins, and dinner plates on a large table. Ask for student volunteers to set place settings. Four students may work at four separate place settings. Draw a correct place setting on the board using only the utensils given. Let the students make their own corrections.

Second Day: Set a table for four people with serving dishes, glasses, salt and pepper, butter dish, etc. Let students role-play as in a dining situation. Tape record the conversations. List social skills on the board. Discuss them, then play the recording and let the students themselves point out their mistakes. (Use cafeteria meal if possible for this lesson.)

Third Day: Again, make a table setting for four using food to develop cutting skills with the knife and fork. Practicing with a fork, breaking bread into small pieces, using spoon with soup bowl, passing containers, and chewing with mouth closed.

Fourth Day: Make place mats out of cloth, (ravel method), matching napkins. Make centerpiece for next day's meal and place cards. Teacher may observe pupil's eating skills in cafeteria.

Fifth Day: Children will bring lunch from school cafeteria into the classroom. Use place mats and napkins made on

previous day. Practice skills and eating habits studied during the past week.

Evaluation: Did the pupils perform objective six? How well?

MATERIALS FOR FOUR WEEK UNIT ON FOOD PRE-VOCATIONAL I

First Week

bulletin board
flannel board
construction paper
chart tablet
thumb tacks
straight pins
stapler
large box
pictures of animal sources
plant
dried beans
old milk cartons
empty milk carton
overhead projector
transparency of plant parts
word cards
egg
pictures of food from plant and animal sources

Movies: "Food From Our Garden" #61, p. 28 in 1965-66 County Film Catalog. "Where Does Meat Come From?" #1064, p. 215, 1965-66 County Film Catalog.

Second Week

overhead projector
list of synthetic foods
word cards
utensils needed for recipe
pictures of food from plant, animal, and synthetic sources
pictures of people with food deficiencies
bulletin board with "basic four" categories
food pictures from basic four categories
labels from food containers of synthetic foods
worksheet

Third Week

illustrated chart of required servings
shoe boxes
restaurant menus
word cards
food pictures of cooked meats, vegetables, etc.
food trays from school cafeteria
food reward (brownies, etc.)
Movie: "Balance Your Diet For Health and Appearance, #1507, p. 15

Fourth Week

teaspoons
knives
plates
glasses
place mats
tape recorder
dried beans or kernels of corn
cloth
serving spoons
forks
serving dishes
salt and pepper shakers
napkins
styrofoam
Kool-aid
construction paper
lunch from cafeteria

TEACHER RESOURCES AT COUNTY PROFESSIONAL LIBRARY
PRE-VOCATIONAL I

ART

Art Education of Slow Learners, Gaitskell. Ryerson Press, Toronto.

Art In Awakening Years, Board of Public Instruction, Prince George County, Maryland. 372.5 ART

Creative Art, Truckess. Pruett Press Inc., Boulder, Colorado

Weaving Without a Loom, Rainey. Davis Publications, Worcester, Massachusetts. 746

Adventures In Art For First Grade, Burgess. Escambia County Board of Public Instruction, Pensacola, Florida. (From Art Supervisor).

Crafts For Retarded, McNeice and Benson. McKnight Publishing Company, Bloomington, Illinois. 372.5

MUSIC

Music Therapy For Handicapped Children, Nordoff and Robbins. Rudolph Steiner Publications Inc., 1965.

Music For Exceptional Children, Coleman. Schoeffle, Templeton, Summy and Birchard Company, Evanston, Illinois, 1964. Records #1 and #2.

Music For Children With Special Needs, Frances Cole. Bowmar Records, Inc. Records #1, #2, #3.

CONSERVATION

Curriculum Guide, Beloit, Wisconsin Public Schools. Conservation, Outdoor Education, Bulletin No. 165. August 1968.
"Soil" pp. 5-8
"Water" pp. 9-12
"Wildlife" pp. 15-18
"Air" pp. 19-20
"Vocabulary" p. 21
"Experiments" pp. 22-23

FOOD

Teaching Nutrition, Epp. Pattison, Barbour, Iowa

State University Press, 1960. 641
"What We Eat" p. 36 Epp
"Methods of Teaching" p. 161. C.3
"Appendixes"

Nutrition In Action, Ethel Austin Martin. Holt, Rinehart and Winston, 1966.
"Nutrition Begins With Food" p. 1
"Nutrition In Everyday Meals" p. 169
MAR

Food and You, Edmund Sigurd Nasset, Charles Thomas, 1951.
"Foodstuff Requirements for Man" p. 16. 641.1
NAS

Growing Through School Lunch Experiences, pamphlet, State Department of Education.
"Using Florida Foods" p. 78. 642:58
PAM
FEO

Business Education and Home Economics, Curriculum Guide, Dr. Raymond Shelton. Hillsboro County Teachers. Unclassified

New Mexico Home Economics Curriculum Guide.
"Learning to Cook" p. 141.
"Helping With Family Meals" p. 151.
"Tasty Foods for Teens" p. 633.
"Special Food Problems" p. 171
(for the family)

Tentative Curriculum Guide for Personal and Social Living. Grade 7, Escambia County.
"Foods for Teens" p. 31. (3 to 4 week units)

HEALTH

Developmental and Adapted Physical Education by Harrison Clarke and David Clarke.
"Exercise for the Physically Unfit." pp. 159-190.
613.7
CLA

Elementary School Education by Humphrey, Johnson and Moore.
"Health Teaching Content for Various Grade Levels." pp. 164-199.
"Integration of Health and Arithmetic." pp. 231-256.
"Integration of Health and Language Arts. pp. 257-306.
"Integration of Health and Social Studies." pp. 307-322.

NATURAL ENVIRONMENT

Common Forest Trees of Florida. Florida Board of Forestry and Parks, 1968.

Experience With Living Things, Matthew G. Vessel and Arnold Applegarth. Fearon Publishers, 1957. PAM 574 VES

Field Guide To American Wildlife, Henry Hill Collins, Jr. Harper and Row, 1959. 598.2 BIR

The Living Forest, Matthew Kalmenoff, Harper and Row, 1959. 574 MCC

The Nature of Violent Storms, Louis J. Battan. Doubleday and Company, 1961. 551.55 BAT

The World of Night, L. Milne and M. Milne, 1956.

SAFETY

Accidents, Research, Methods and Approach, William Haddon, Harper and Row, 1964.
"Health and Safety In Transportation." 614.8 HAD

Education For Safe Living, Herbert Stack. Prentice-Hall, 1966.
"Home and Farm." p. 69.
"Traffic Safety Education." p. 49.
"Recreation and Outdoor Life." p. 90.
"Sports and Physical Education." p. 108.
"Occupational Safety." p. 128.
"Fire Prevention and Protection." p. 147.
"Transportation." p. 171.
"Meeting Disasters.: p. 189.
"First Aid." p. 206.

Personal and Community Health, Turner. (available through Physical Education Supervisor).

Safe Living, Harold T. Glen, 1960. (available through Mr. Priest, Supervisor of Physical Education).

"School Safety" Magazine, Bi-monthly.

Your Health and Safety, Clemenson, Lawrence, Hoyman LaPorte. (available through Physical Education Supervisor).

"Integration of Health and Science." pp.323-341.
"Integration of Health and Physical Education." pp. 342-359.
"Integration of Health and Creative Expression." pp. 360-380. 372.3 HUM

Games and Activities for the Elementary Grades. Volume I. (Includes rhythmic activities, games of low organization with and without equipment for ages 5 through 10.) Unclassified

Health Teaching In Schools. Ruth E. Grout.
"Guides to Health Teaching in Grades 4-6."
"Suggested Learning Experiences." pp. 230-246.
"Sources of Free and Inexpensive Health Education Materials." 371.7 GRO 1963

School Health Education, A Study of Content, Methods, and Materials by Frederick Kilander.
"Personal Health." pp. 69-93.
"Nutrition." pp. 95-114.
"Community Health and Sanitation." pp. 115-129.
"Safety Education." pp. 215-232.
"First Aid." pp. 233-249. 371.7 KIL

HOME AND FAMILY LIVING

Conceptual Diagrams of Nine Areas In Homemaking and Some Supporting Generalizations of Each Concept, Oakland Public Schools, Office of Supervisor of Homemaking. Unclassified

Evaluation In Home Economics, Indiana Home Economics Association, 1964. Unclassified

Homemaking Grades 6 and 7. Kansas City, Missouri Public Schools. Unclassified

Pre-Vocational Homemaking, Curriculum Bulletin #185.2, Fort Worth Public Schools, Fort Worth, Texas. Unclassified

Tentative Curriculum Guide for Clothing and Textiles. Escambia County Board of Public Instruction, 1967. Unclassified

MENTALLY HANDICAPPED

Curriculum Adjustments for the Mentally Retarded. Bulletin 1920, No. 2. U.S. Department of Health, Education and Welfare, Office of Education.

COMMUNITY RESOURCES FOR DEMONSTRATIONS AND MATERIALS

	Phone No.
American Automobile Association 1. Speaker 2. Safety Posters 3. "Bring 'em Back Alive" stickers	432-8416
American Cancer Society 1. Speaker	433-4631
American Red Cross (contact Mr. Murray) 1. Films on First Aid, water safety, etc. 2. Demonstrations 3. Speaker	432-7601
Civil Defense 1. Films: "Operation Ivy," H-Bomb 20 minutes, B & W "Fallout" - what it is - 15 minutes color "Operation Q" on Civil Defense 2. Speakers on fire, rescue, etc.	432-8463
Escambia County Medical Society (contact Mrs. McClure for list of doctors who will speak on medical problems)	432-3617
Escambia County Sheriff's Department (contact Mike Iaonne) Five lectures on safety and citizenship	433-8371
Florida Council for the Blind 1. Speaker on the eye 2. Pamphlets	432-1531
Health Department (contact Susan Peters) 1. Speaker on health problems 2. Orientation field trips with slides	438-8571
Heart Association (contact Mrs. Bennett). 1. Filmstrip on blood stream 2. Movie on smoking 3. Diagrams on heart, circulatory system 4. Speaker - notify <u>two</u> weeks ahead	433-4557
Home Demonstration Agent (contact Mrs. Dorothy Cunningham or Mrs. Robertson) 1. List of filmstrips that may be borrowed 2. Pamphlets 3. Demonstrations on Home Economics available by appointment	433-6311

Northwest Florida Safety Council 455-9521
1. Films on defensive driving

Police Station (contact Mrs. Sowell for Officer Boland) 432-1211 Ext. 234
1. Speaker - Officer Boland 2. Films on safety

Southern Bell Telephone Company 433-9001
1. Filmstrips
2. Teletrainers
3. Movies
4. Transparencies

Tuberculosis Association (contact Mrs. Meredith) 438-4310
1. Films on all areas of health

COMMUNITY RESOURCES FOR FIELD TRIPS

CLOTHING

Dixie Cleaners (contact Mr. Greenblatt) 432-4423
2301 North Palafox Street

Economy Shoe Repair 433-9254
201 South Jefferson Street

Sears, Roebuck and Company 432-1471
105 South Palafox Street

COMMUNITY GOVERNMENT AND LAW

City Hall - 330 South Jefferson Street 432-1211

Court of Records 432-7686

Historical Museum - 405 South Adams Street 433-1559

Municipal Court - 40 South Alcaniz Street 432-1211

Pensacola Fire Department - 239 No. Spring St. (contact Chief Heddon) 438-4411

Police Station - 40 South Palafox St. 432-1211

St. Michael's Cemetery - South Alcaniz St.

FOOD

Baldwin's Dairy Farm - 639 W. Gregory St. 438-8524

Borden's Dairy Company - 3501 No. Alcaniz St. 433-8361

Carl's Bakery - 721 E. Gadsden St. 438-4908

Coca-Cola Bottling Company - 1625 No. Palafox St. (contact Mr. Trant) 432-1513

Florida Sausage Company - 1201 Pottery Road (contact Mr. Wells) 438-4678

Joe Patti Sea Food Co. - South "B" St. - (Morning, Sept-Dec) (contact Mrs. Patane) 432-3315

McDonald's Drive-In (Six locations)

Morrison's Cafeteria - 17 E..Romana St. (to eat) 432-9985
or Town & Country Plaza (to eat and tour) 438-5691

Old Firehouse Restaurant - 610 E. Gregory St. (to eat) 432-2331

Plee-Zing Supermarkets - 1980 No. "T" St. 433-6693

Smith's Bakery - 432 W. Belmont St. (contact Mr. King) 438-3156

HOME AND FAMILY LIVING

Boswell Furniture Refinishing and Repair 438-9970
24 E. Mason Lane, Brent - contact Mr. Boswell

Contact Model Homes and Trailer Parks

Furniture World, Inc. - 5830 No. Pensacola Blvd. 476-9392
(contact Mr. Archer)

Garrett's New and Used Furniture - 2319 Fairfield 433-1388
Drive

Sears, Roebuck and Company- 105 So. Palafox St. 432-1471

JOB SURVEY

Armstrong Cork Company - 300 So. Myrick (contact 433-8321
Mr. Lamb)

Baptist Hospital - 1000 W. Moreno St. (contact 432-1241
Mrs. Campbell, Occupational and Physical Ext.593
Therapy)

Gulf Power Company - 75 No. Pace Blvd. (contact 432-7451
Mr. Charles Lambert)

Merle Norman Cosmetics - Town & Country Plaza 432-0578

Mitchell Motors - 2200 W. Garden St. 432-5183
(contact Mr. Bradburn)

Municipal Airport - North 12th Ave. 432-3334
(contact Mrs. Christmas)

Naval Air Rework Facilities (NARF) Mainside, 452-3324
Manpower Development (contact John Cotito)

Parker Auto Service - 3227 Mobile Highway (contact Mr. Smith)	432-7389
Pensacola Jr. College Beauty Culture School 1000 College Blvd., Center for Adult Studies (8:00 - 12:00 A.M.) (contact Mrs. Osburne)	476-5410
Pensacola Jr. College Dental Clinic 1000 College Blvd. - Dental Clinic will clean teeth. (contact Mrs. Carol Otts)	476-7851 456-8631
Pensacola Port Authority - Foot of Palafox Wharf	438-8537
Sacred Heart Hospital (except Mondays) 5151 No. 9th Ave. (contact Mr. Bush) (30 min. film orientation followed by tour)	476-7851
San Carlos Hotel - 1 No. Palafox St. (contact Mr. McAlfin)	438-3121
Southern Bell Telephone Company - 418 W. Garden St.	433-9001
Southern Plywood - St. Regis, Cantonment, Fla (contact Roy Auserer)	968-9581
Tenneco Chemical, Inc., Newport Division 407 So. Pace Blvd. (contact Jay Stinson - 2 weeks notice)	433-7621
Weis-Fricker Mahagony Company - 125 Barrancas (contact Mr. Neuman)	455-4581

SUGGESTED DAILY SCHEDULE

The daily schedule for Pre-Vocational classes is designed in a block format to accommodate a middle-school facility or other settings in the county, but may be rearranged by a teacher to meet specific needs and interests of his students.

The time when classes begin, the hour of dismissal, the length of recesses and the lunch hour are most often governed by the requirements for the regular classes in that building.

All time blocks are related to the unit being studied. Basic skills are correlated and integrated with the content of each unit.

BLOCK I — Home room (opening exercises)
1. Flag salute
2. Attendance
3. Announcements
4. Collecting money
5. News

BLOCK II — Unit (Personal and social competencies, vocational orientation, etc.)

BLOCK III — Language Art Skills
1. Reading
2. Spelling
3. Writing
4. Oral communication
5. References

BLOCK IV — Health and/or Safety

BLOCK V — Lunch

BLOCK VI — Creative Development
1. Listening to story or recording
2. Games
3. Audio-visual activities
4. Typing
5. Sewing
6. Arts and crafts
7. Music

BLOCK VII — Arithmetic

BLOCK VIII — Physical Development

SUGGESTED UNITS FOR PRE-VOCATIONAL

PRE-VOCATIONAL I

Personal Care
Food
Weather Conditions
Conservation
Citizenship
Personal Safety
People Who Work for Safety
Home and Family Living
Care and Use of Animals
Care and Use of Plants

PRE-VOCATIONAL II

Personal Care
First Aid
Prevention of Accidents
Knowledge of Body
Food
Home and Family Living
Banking and Money
Community Government and Law
Job Survey

PRE-VOCATIONAL III

Food
Personal Care
Knowledge of Body
Family Housing
Budgeting
Getting a Job
Banking
Traffic Rules
Public Disasters
Job Safety
Job Opportunities

These may be developed according to the format used in the model unit: objectives, content, procedures, materials and evaluation. The objectives are derived from the curriculum guidelines. The other parts of the unit are developed by the individual teacher according to the needs of his pupils and facilities available to him. A unit may vary in length from two weeks to six weeks depending on class interest and amount of material to be covered.

CIRCULATING MATERIALS FROM THE COUNTY EDUCATION OFFICE

BEST COPY AVAILABLE

The Turner Livingston Communication Series

The Language You Speak	High School
The Television You Watch	High School
The Letters You Write	High School
The Newspaper You Read	High School
You and Your Family	Middle School

Frank E. Richards, Publisher

All About Me (Girls' Book)	Intermediate
On The Job	High School
I Want a Job	Middle School
English We Need	High School
Use Arithmetic	High School

Accent:

You and Your Occupation	High School
Getting That Job	Middle School
Keeping That Job	Middle School
Pay Check	High School
You are Heredity and Environment	Middle School

Fearon Publisher (Pacemaker)

Time and Telling Time	Middle School
Measuring Up	Middle School & High School
In Your State	Middle School
Eddie in School	Middle School
In your Family	Middle School
In Your Community	Middle School
Plans for Living	Middle School
Getting a Job	Middle School
Using Dollars and Sense	High School (possible I 8)
Money Makes Sense	Middle School
Jerry Works in a Filling Station	Middle School

SRA Learning Laboratories

Peabody Language Development Kits

Portable cooking appliances and utensils

PRE-VOCATIONAL

Useful Signs

All terms cash
Alley closed
Always be careful
Authorized personel only
Bank
Bell
Bell out of order
Beware
Beware of dog
Box office
Boy wanted
Bus station
City hall
Closed for Repairs
C.O.D.
Caution
Count your change
Court house
Crossing
Danger
Dentist
Doctor
Doctor's office
Do not ask for credit
Do not crowd
Don't talk to operator
Don't walk
Down
Drive slowly
Dynamite
Electricity
Elevator
Emergency room
Empoyees only
Employment office
Entrance
Exit
Explosive
Fire
Fire escape
Fire extinguisher
First aid
For Sale
For rent
Found
Fragile
Fresh paint
Gasoline
Girl wanted
Glass
Go
Go Slowly
Handle with care
Hands off
Have fare ready
Garbage
Help wanted
High voltage
Hospital
Inflammable
Information
Keep away

PRE-VOCATIONAL

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A Community Job Survey

Armed services
Assembly line worker
Baby-sitter
Bakery worker
Bellhop
Body and fender repair
Building maintence
Bus boy
Caddy
Carhop
Carpenter's helper
Carry out boy
Car washer
Cook's helper
Delivery boy
Dishwasher
Doorman
Dry cleaning machine operator
Farm laborer
Filing clerk
Gardner
Greenhouse worker
Greens keeper
Housekeeper
Kitchen helper
Landscaper's helper
Laundry worker
Load carrier
Maid
Mason's helper
Nurses aide
Package boy
Painters helper
Parking attendant
Plumber's helper
Porter
Presser
Pump attendant
Refuse collector
Road repairman
Seaman
Scrap metal cutter
Shampoo girl
Shoe repairman
Sod cutter
Steam table attendant
Stock boy
Street cleaner
Taxi driver
Typist
Waiter
Waitress
Watchman
Zoo helper

Keep moving
Keep out
Keep off
Laborers wanted
Ladies
Live wire
Library
Look out for vehicles.
Lost
Manager
Men
Men only
No admittance
No left turn
No loitering
No Parking
No smoking
No trespassing
No spitting
..Not responsible for
lost articles
Office
One way traffic
Open
Open evenings
Out
Out of order
Pay as you enter
Pay here
..Penalty for
Poison
Posted
Post no bills
Private

Public telephone
Post office
Pull
Push
Quiet
R.R.
Restr. n
Safety first
School
Street
Stop
Swim at your own risk
Take one
Ticket office
This way out
This side up
Toilet
Use other door
Up
Warning
Walk
Wanted
Waiting room
Waste
Watch your step
Wet paint
Will be back at
Women
Women's toilet
Women only
Washroom

PRE-VOCATIONAL

A SEQUENCE GUIDE TO BASIC
PHONICS INSTRUCTION

BEST COPY AVAILABLE

1. A few basic sight words including first names of classmates, Pensacola, Florida, etc. Dolch's 95 Common Nouns and 220 Basic Sight Words afford guides suitable for Educable Mentally Retarded if a small functional sight vocabulary is added (common safety signs, etc.)

2. Rhyming words - using word families (day, may, say, etc.) Develop listening for sounds and begin understanding of initial consonant sounds.

3. Initial consonants, expanding word families:
   s, d, m, t, h, p, f, c, (s), c (k), r, b, l, n, j, g, (g), g (j), w, k, v, y, z, x, qu,
   Can use writing to reinforce phonics and sight vocabulary.

4. Short vowel sounds in one syllable words (begin as incidental learning in word families (-in, -an, -on, -un, etc.) -a, e, i, o, u, (y as i)

5. Ending sounds in one-syllable words (without final "e") (begin as incidental learning in word families). Use distinct single consanants; avoid words where final sound is indistinct or confusing.

6. Initial consonant combinations: sh ch, th (voiced), th (voiceless), wh, wh (whoO, st, br, cr, dr, fr, gr, pr, tr, bl, cl, fl, pl, sp, sw, gl, sc, sm, sn, str, spr, spl, scr, thr, phr, (tw, dw, zh)

7. Ending consonant combinations in one-syllable words without final "e" - single consonants, adding ng, nk, nt in word families.

8. Long vowel sounds with silent "e": a, e, i, o, u

9. Use of y (i) and y (i)

10. Dividing words:
    a. Simple compound words
    b. Endings (s, es, d, ed, ing, er, est, ly, - plurals, (recognize ful, tion, ble, etc.)

c. Root words with endings

11. Vowels followed by "r": -er, -ir, -ur, -ar, -or

12. Silent consonant; wr, kn, gn, gh

13. Two vowels together; ai, ay, ea, ee, ie, oo, o͞o, ou, ow, au, aw, ew, ue, oi, oy - varient sounds of ea, ou, ow.

14. Dividing words: listening for syllables

    a. Divide between consonnants
    b. Divide after initial vowel
    c. Divide between prefixes and root word, endings and root word

This is meant to be only a guide. Each category is not to be treated in isolation, but several can be dealt with at once. For example, after a few sight words have been acquired, the children will be able to enjoy experimenting with rhyming words. If "word families" are pointed out, initial consonants, short vowel sounds, and ending consonants sounds can be understood through use. Consonant blends can be gradually introduced. Listening for syllables can begin early. Some teachers might feel it helpful to introduce long vowel sounds earlier than indicated here. Not all consonant blends or vowel combinations can be treated in one year. Any one pupil will probaly need several years to acquire a usable background of phonics, with small, easy steps and much review and application being necessary.

Combining writing and spelling with phonics reinforces teaching and provides practise. The use of dictation and games often stimulates the funtional use of the learning. A short lively, daily phonics lesson is more effective than periodic or incidental teaching of letter sounds. Sometimes Eduable Mentally Retared pupils who are having considerable difficulty with reading, after a seemingly fruitless time of phonics instruction, "catch on" and show rapid progress.

Some students may be particulary adept at learning sounds, but at the same time fail to grasp the concepts associated with the words. Consequently, it is most important that understanding keep pace with word-calling.

CONSONANT CHART

Voiceless	Voiced	Voiced(cont'd)
h	v	n, kn
wh	b	ng, nk
p	d	l
t	g	r
c, k, ck	v	
f, ph	th	
th (b.)	z, s	qu = kwh
s, ci, ce, cy	zh	x = ks
sh	j, ge, dge	
ch, tch	mb, m	

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VOWEL CHART

oo	oo	o - e	aw	ee	i - e
lue	put	oa	augh	ea	igh
rue		ow	au	e - e	- y
you			al	y	
a - e	ou	u	(r)	ur	a
ai	ow	a	er	o	- i -
ay	ea	a	ir	ar	e

SUGGESTED EQUIPMENT, MATERIALS, AND SUPPLIES

The following list of suggested equipment, materials, and supplies is provided so that implementation of units and requisitioning of artcles can be more easily facilitated by the teacher.

ARTS AND CRAFTS

Brushes, paint, various sizes
Clay, dry; wet
Crayons, small, in assorted colors
Drill and bits
Easels, two
Glue
Hammers
Level
Magic markers, assorted colors
Nails
Paints, tempera
Paper:
- Construction
- Manilla
- Newsprint
- Ruled chart
- Tag board

Paste, white; wheat
Rulers
Sand paper
Saws
Scrap lumber
Screw drivers
Snips
Square
Stapler
Tacks, thumb
Tape, masking, scotch, measuring
Vise
Waste paper basket
Work tables
Wrenches

HEALTH AND SCIENCE

Aquarium
Anatomy charts and models
Globe
Insect cage
Magnifying
Maps, state, United States, world
Microscope
Planters
Skeleton, human
Terrarium

HOME AND FAMILY LIVING

Broom
Cook books
Dishes
Dust pan

HOME AND FAMILY LIVING
(Cont'd)

Flat ware
Mixer
Mop
Range
Refrigerator
Sink
Toaster
Utensils

Clothes line, portable
Clothespins
Tubs
Wash board

Cutting board
Hem marker
Full length mirror
Rippers
Scissors
Sewing machines
Tracing wheel

INSTRUCTIONAL MATERIALS

100's chart
Counting frames
Large wall calender
Number chart
Word recognition and phonics games and flash cards
Yardsticks

LIBRARY

Easy reading library books (can be rotated)
Golden Book Encylopedia
Picture Dictionaries
Standard Student Dictionary

MISCELLANEOUS

Catalogs
Chairs
Charts, alphabet, cursive
Chart stands
Clock, faces
Clock, wall
Filing cabinet
Flannel boards
Flash card, arithmetic, reading
Games, arithmetic bingo, Chinese checkers, dominoes, Tell-time quizmo
Liner, staff
Magazines
Newspaper
Projectors, film, film-strip, overhead
Puppets
puzzles
Screen

MISCELLANOLS (Cont'd)

Signs, highway
Stapler
Tables
Transparencies
Television Set
Typewriters
Sufficient electrical
outlets
American flag

MUSIC

Earphones
Piano
Radio
Record player
Records
Tape recorder

PERSONAL CARE

Brushes
Combs
Mirror
Shoe polish
Soap
Storage
Towels, paper

PRE-VOCATIONAL

NO.	TITLE
	ARITHMETIC:
1753	PERCENT- WHY AND HOW (p.17, Add. IX)p.
1754	THE STORY OF OUR NUMBER SYSTEM (Add. IX, p. 25)
	BEHAVIOR:
12	AM I TRUSTWORTHY(p. 3)
58	EVERDAY COURTESY (p. 25)
80	HARE AND THE TORTOISE (p. 36)
131	LEARNING FROM DISAPPOINTMENT (p. 49)
1554	EVERYDAY COURTESY (Add.p.2)
1607	ACT YOUR AGE (Add. II,p1)
1625	GOING TO SCHOOL IS YOUR JOB(AddII, p. 11)
1639	IN CONTROL (Add.II,p. 12)
1593	MANNERS AT HOME(Add. II,p. 17)
1594	ALLEN IS MY BROTHER(p. 6)
374	ARE YOU POPULAR (p. 11)
1124	BEGINNING RESPONSIBILITY: BEING ON TIME (p. 16)
992	BEGINNING RESPONSIBILITY: BOOKS AND THEIR CARE (p. 16)
993	BEGINNING RESPONSIBILITY: DOING THINGS FOR, OURSELVES IN SCHOOL (p.16)
994	BEGINNING RESPONSIBILITY: LUNCHROOM MANNERS (p.16)
995	BEGINNING RESPONSIBILITY: OTHER PEOPLE'sA THINGS(p.17)
996	BEGINNING RESPONSIBILITY: RULES AT SCHOOL (p. 17)
950	CONTROL YOUR EMOTIONS (p. 45)
1090	COURTESY AT SCHOOL(p. 48)
1092	GETTING ALONG WITH OTHERS(p. 82)
1129	GROWING UP (PRE_ADolescence) (p. 88)
1083	HOW QUIET HELPS AT SCHOOL (p. 97)

NO.	TITLE
885	JUNIOR HIGH- A TIME OF CHANGE (p. 114)
1087	KINDNESS TO OTHERS (p. 114)
1092	LOSERS (p. 128)
1089	MIND YOUR MANNERS (p. 138)
1049	OUR CLASS WORKS TOGETHER (p. 151)
974	OUR FAMILY WORKS TOGETHER (p. 151)
1279	OUR FAMILY WORKS TOGETHER (p. 152)
1047	WHAT TO DO ABOUT UPSET FEELING)(P.214)
1044	WHO SHOULD DECIDE (p. 216)
836	YOUR JUNIOR HIGH DAYS (p. 225)
	CLOTHING:
1265	THE CLOTHES WE WEAR (p. 42)
1305	THE COTTON BELT: YESTERDAY AND TODAY (p.46)
	CONSERVATION:
1127	CONSERVING OUR FORESTS TODAY (p. 44)
578	FOREST AND CONSERVATION (P.75)
1177	MARINE LIFE (. 134)
1053	THE MEANING OF DEMOCRACY (p. 137)
1038	UNDERSTANDING OUR EARTH: SOIL (p. 200)
39	CONSERVATION OF NATURAL RESOURCES (p. 16)
225	OUR PART IN CONSERVATION (p. 10)
1578	EROSION- LEVELING LAND (Add. II, p. 10)
	CULTURE:
1248	ABC OF PUPPET MAKING (p. 1)
1288	ANIMALS (p. 9)
1213	ART AND YOU (p. 12)
1286	ART FROM SCRAP (p.)
949	CAREERS IN AGRICULTURE (p. 30)
646	CRAYON (p. 47)

NO.	TITLE
370	DESIGN WITH PAPER (p. 53)
1244	EXPLORING IN PAINT (p. 69)
1245	HOW TO MAKE A LINOLEUM BLOCK PRINT (p. 98)
1237	HOW TO MAKE POTATO PRINTS(p. 99)
489	ART IN OUR WORLD (p. 6)
43	DESIGN (p.19)
234	DISCOVERING COLOR (p. 19)
235	DISCOVERING TEXTURE (p. 19)
1664	PAPER CONSTRUCTION (Add. VII,p. 3)
1665	PAPER MACHE' (Add. VII,p. 3)
1619	INTRODUCTION TO DRAWING MATERIALS (Add. II,p. 14)
188	SPACE (p. 71)
113	INSTRUMENTS OF THE ORCHESTRA
153	MUSIC THE EXPRESSIVE LANGUAGE
114	INTRODUCTION TO MUSIC READING (p. 44)
1575	CHRISTMAS THROUGH THE AGES (Add. II,p.40
1757	COLOR FOR BEGINNERS (Add. IX, p. 5)
1768	HANSEL AND GRETEL (Add. IX, p. 9)
1725	JAZZ IN THE CONCERT HALL (Add. IX, p. 11)
1781	LEARNING THROUGH THEARTS (Add. IX, p. 14)
1756	POETRY FOR BEGINNERS (Add. IX,p. 18)
1790	PUPPETS (Add. IX,p. 19)
1770	RAPUNZEL (Add. IX,p.19)
1728	THE SOUND OF THE ORCHESTRA(Add. IX, p.22)
1771	THE STORY OF KING MIDAS(Add. IX,p.24)
1727	WHAT DOES ORCHESTRATION MEAN(Add. IX,p. 30)
	FOOD
497	BETTER BREAKFAST USA(p. 10)
65	FUNDAMENTALS OF DIET(Add. II,p. 31)
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PRE-VOCATIONAL

FREE LEARNING MATERIALS

BANKING

American Bankers Association, 90 Park Avenue, New York 10016. Single copies free to teachers. Requests for additional copies should be directed to local bank. Titles include:

Materials on Money and Banking. Revised 1967. 24pp.

Money and Banking -- In Our Everyday Living. 1957. 11pp.

Using Bank Services, 1961. 40 pp.

How Our Bank Helps Our City. Manufactures Hanover Trust Company, Publications Dept. 350 Park Avenue, New York 10022. 1965. 20pp. A simple explanation of a bank's functions and services; written in fourth grade language.

Money Booklets. Federal Reserve Bank of New York. Public Information Dept. Federal Reserve PO Station. New York, New York 10045. Titles include:

Genuine or Counterfeit? Describes counterfeiting and illustrates ways to spot bogus money.

The Story of Checks. Revised 1966. 20pp. Some facts about the past, present, and future of checks and their collection. Illustrated.

BUDGETING

Coins and Paper Money Kits. Jolie. Dr. Lee Frester. P.O. Box 50. Brooklyn, New YORK 11224. Free. Enclose ten cents for postage and handling for each kit ordered. Packet includes:

Free Coins and Paper Money. Kit includes 2 coins and 4 banknotes. Teachers only.

Free Coins for School and/or Teachers.
(Dept.G) Kit includes coins from Peru, Finland,
Japan, and Austria.
Free Paper Money for School Children and/or Teachers.
(Dept G) Kit includes bills from China and Japan.

Personal Money Management. American Bankers Association,
90 Park Avenue, New York, New York 10016. Revised
1967. 58pp. Free to teachers. Designed to aid in planning
budgets and meeting financial problems. Useful in high
school courses in home economics.

Saving Pamphlets and Posters. United States Treasury
Dept. Saving Bond Division. Washington, D.C. 20226.
Free to teachers. Request packet of leaflets, pamphlets,
and posters explaining the government's program on
saving stamps and bonds. Sample materials are:
Library of Motion Pictures. List of movies available
free to schools and clubs. 1965.

Stamps Day at Our School. A message to parents about
the school saving program. 1967. Leaflet.

CARE AND USE OF ANIMALS AND PLANTS

Animals. The American Humane Association, P.O. Box 1266.
Denver, Colorado 80201. Free. Make request on school
letterhead. Title include:

Animals in the Schoolroom. 18pp. A handbook on
the proper care and handling of animals brought into
the classroom for demonstrations.

"Care of" Series. Pamphlets designed to bring the
full measure of pleasure which pets are capable of
giving. Birds, Cats, Dogs, Fishes and the Cold
Blooded Animals; Horses, Ponies and Burros, Small

Animals, Wild Animals and Birds.

Prepared Units (K-3) (4-6). Indicate grade level and and class size. Kits contain bookmarks, posters, booklets and other materials needed to teach units. Kittens and Cats; Pet Birds; Small Animals.

Care of Pets. Animals Rescue League of Boston. Box 385. Boston,, Massachusetts 02117. Single copy free. Titles include:

The Care of Cats. Folder. Information on diet, etc.
The Care of Dogs. Folder. Information on house breaking, etc.

Humane Education Pamphlets and Leaflets. The Humane Society of the United States. 1145 19th Street, N.W. Washington, D.C. 20036. Titles include:

Animals and Children in Elementary and Secondary Schools. 1960. 15pp.

How Cruelty Harms Children. 7 p.
How Pets Can Teach a Lot about People. 1965. 2pp.
Humane Education in the Classroom. 1962. 59p.
Humane Education and the Whole Child. Leaflet.

CONSERVATION

Conservation Foundation. 1250 Connecticut Avenue, N.W. Washington, D.C. 20036. Single copies free. Titles include:

America the Beautiful. 1965. 18pp. Speech by Russell E. Train concering America's resources and natural beauty.
Concepts of Conservation. A guide to discussion. 54pp.

Fish and Wildlife Series. U.S. Dept of the Interior. Fish and Wildlife Service. Washington, D.C. 20240. Free.

Series of pamphlets containing information on fish and wildlife. Sample titles are:

The American Buffalo	America's Wild Chickens
America Goes Fishing	The Pronghorn Antelope

New Uses for Good Earth. National Coal Association. Education Division Coal Building. 1130 17th Street, N.W. Washington, D.C. 20036. 16pp. Free classroom quantities. Intermediate and Secondary levels.

Soil Conservation Service. U.S. Dept. of Aricultu e. Soil Conservation Service. Washington, D.C. 20250, or may be ordered from any field or state office of soil conservaton. Single copies free to teachers.

Wildlife. Defenders of Wildlife. 806 Dupont Circle Building. Washington, D.C. 20036. Eductional pamphlets in defense of wildlife.

Wildlife Federation Materials. National Wildlife Federation. Educational Servicing Section. 1412 16th Street, N.W. Washington, D.C. 20036. Single copies free.

Birds, Flowers and Trees of our United States.
Chemical Pesticides --A National Problem.
The public's Land -- Our Heritage and Opportunity.
Soil Means Life.
Water.
Wildlife of Coastal Waters.
Wildlife of Farm and Field.
Wildlife of Forests and Rangelands.
Wildlife of Stream, Lakes, and Marshes.

FOOD

Breakfast Cereals. Cereal Institute, Inc. 135 South LaSalle Street. Chicago, Illinois 60 03. Single copies

free to teachers .

A Basic Brekfast Pattern. Color ul, 16" x 22" chart. Illustrate foods needed for a basic breakfast. Chart is designed so it may be cut out and used as a mobile.

Citrus Fruits. Florida Citrus Commission. Box 148. 1115 East Memorial Boulevard. Lakeland, Florida 33802. Send for free materials relating to citrus fruits.

Cocoa and Chocolate: The Chocolate Information Council. 777 Third Avenue, New York, New York 10017. Available free in classroom quantities to teachers upon request.

Dairy Cookies. Diamond Walnut Growers, Inc. Box 1727, Stockton, California 95201. Wall Chart, 2" x 22". Quantities up to 50.

Food. Wheat Flour Institute. 309 West Jackson Boulevard. Chicago, Illinois 60606. Send for free publications list.

Gelatine Recipes. Knox Gelatine. Box 141. Johnstown, New York 12095. Suggestions for using gelatine in food preparations.

Kroger Leaflets. The Kroger Company. Educational Dept. 1014 Vine Street. Cincinnati, Ohio 45201. Sample copies free.

Meat. Swift and Company. Aricultural Research Division 115 West Jackson Blvd. Chicago, Illinois 60604. Send for free available bulletins and booklets on meat and meat packing.

Teaching Kits. Continental Banking Company, Inc. Home Economics Dept. P.O. Box 731. Rye, New York 10580. Send for free materials available to teachers.

Nutrition Education Materials. Nutrition Foundation, Inc, 99 Park Avenue, New York, New York 10016. Single copies free:

Your Diet: Health is in the Balance.
Food Choices : The Teenage Girl.
Obesity

HOME AND FAMILY LIVING

Classroom Teaching Aids. Simplicity Pattern Company, Inc. 200 Madison Avenue, New York, New York 10016. Inexpensive kits, charts, demonstration patterns, fashion magazines catalogs, and other teaching materials. Order coupon for student leaflets.

Cotton Information Materials. National Cotton Council of America. P. O. Box 12285. Memphis, Tennessee 38112.

Educational Materials Center. National Restaurant Association. 1530 North Lake Shore Drive. Chicago, Illinois 1610. Send for free catalog of book, bulletins and pamphlets.

How to be a Better Shopper. The Sperry Hutchinson Company. Consumer Relations. 3003 East Kemper Road. Cincinnati, Ohio 45241. Study Unit. Single set free. Planned for use with student booklet, "How to Be a Better Shopper," available free in classroom quantity. Jr. and sr. high levels.

Needlecraft. Coats and Clark, Inc. Educational Mail Dept. CP 67 P.O. Box 338. Fair Lawn, New Jersey 07410. Send for extensive free list of illustrative materials on sewing, and the needlecraft arts.

Hobby Publications. Supt. of Documents. Gov't Printing Office. Washington, D.C. 20402. List of government raphy, cooking, boating, and sewing.

Kurly Kate Decorating Idea Book. Kurly Kate Corp. 2215 South Michigan Avenue, Chicago, Illinois. Free in quantity Booklet tells how to make decorations for Christmas and other holidays.

SAFETY

Accident and Prevention Materials. Employers Insurance of Wausau. Safety and Health Services Dept. Wausau, Wisconsin. Kit of materials including catalog of available safety education films.

Bicycle Safety Materials. Bicycle Institute of America, Inc. 122 East 42nd Street, New York, New York 10017. Send for free materials.

Remington Arms Safety Materials. Remington Arms Company. Shooting Promotion Dept. 939 Barnum Avenue. Bridgeport, Connecticutt 06602.

Safe Gun Handling. 4pp.
10 Commandments of Safety. Poster 17" x 22".

Safety Posters. National Commission on Safety Education. National Education Association. 1201 16th Street, N.W. Washington, D.C. 20036. 18" x 22". Single copies free to teachers.

Teen-Age Safety Checklist. National Society for Crippled Children and Adults. 2023 West Ogden Avenue, Chicago, Illinois 60612. 123 teenager "yes" and "no" questions about safety at home, at school, in cars, in the workshop, on the farm, and in sports.

Personal Care

A list of Health Information Leaflets and Pamphlets o the Public Health Service. U.S. Dept. of Health, Education, Welfare. Public Health Service. Inquiries Branch. Washington, D.C. 20201. A list of currently available nontechnical publications which discuss common disease and conditions and preventive health measures.

Poster-Teaching Units. National Apple Institue. Suite 410. 2000 P Street, N.W. Washington, D.C. 20036. Copies available free in quantites sufficient to supply one for each teacher or classroom. Teaching units to promote dental hygine and better eating habits.

Vision Literature. American Optometric Association, Inc. 7000 Chippewa Street. St. Louis, Missouri 63119. Send for catalog listing folders, leaflets, pamphlets, and charts on human vision and optomentry. Several materials suita materials suitable for elementary school use.

Your Eyes and How They Function. Bausch and Lomb, Inc. Rochester, New York 14602. Single copy free to teachers.

RECREATION AND CRAFTS

Basic for Arts and Crafts. Jane Ashley. Home Service Dept. Corn Products Company. 717 5th Avenue. New York, New York 10022.

Creative Crafts and Kits. Vanity Fair Crafts. 3 32 est Chicago Avenue. Chicago, Illinois 60651.

Game-Time Obstacle Course Stunts. Game-Time, Inc. 900 Anderson Road. Litchfield, Michigan 49252. Free. Suggested methods of physical education activities for use in elementary and secondary schools. 28pp.

Portfolio. Libby, McNeill and Libby, Mary Hale Martin Dept. 300 South Michigan Avenue, Chicago, Illinois 60604 Singles copy to teachers free. Includes teaching materials and recipe leaflets for home economics students.

Table Settings. Oneida Ltd. Oneida, New York 13421. Available to teachers only. Materials include:
A Free-loan Table Service Demonstration Kit.
A Free-loan 15 minute color final title "Patterned for Dining."

JOBS

Career Series. New York Life Insurance Company. Career Information Service. Box 51, Madison Square Station. New York, New York 10010. More than 50 leaflets describing various careers and the personality traits important in each.

Industrial Careers. General Motors Corp. Public Relations Staff. General Motors Bldg. Detroit, Michigan 48202. Request packet of 9 available titles.

Looking for a Career? National Association of Food Chains. 1725 Eye Street, N.W. Washington, D.C. 20006. Important facts about opportunities in the food distribution industry.

Opportunity and a Future in the Drycleaning Industry. National Institute of Drycleaning. 909 Burlington Avenue. Silver Spring, Maryland 20910. Single copy free.

What Foresters Do. State University College of Forestry at Syracuse University. Syracuse, New York 13210. Explains varied career opportunities in Forestry.

BEST COPY AVAILABLE

THE HIGH SCHOOL

Vocational

HIGH SCHOOL PROGRAM

American schools generally provide school experiences for educable mentally handicapped children within the framework of the regular classes in the elementary schools. There is a growing tendency against having mentally retarded pupils at junior and senior high school levels drop out of school as has happened in the past. Keeping them in school will provide further opportunity for them to learn the basic tools for earning a living and keep them learning and acquiring skills until they are legally and maturationally employable.

There are two groups of educable mentally retarded children of senior high school age who may need to be considered:

1. Those who have been enrolled in regular classes most of their elementary school years.
2. Those who have been provided with special education classes and are now ready for a secondary program.

The first group may have failed to develop any useful basic academic skills and may also have developed attitudes and habits which have made them socially unacceptable, unemployable, and unhappy. Many of these children leave school rebellious and disheartened because even they realize that their school experience has done nothing for them.

In the second group, the schools have already made considerable investment. They have rescued the children from continual frustration in the regular classes, they have given them tasks within their ability and will have developed in them some sense of personal worth. Without a special class program in the junior and senior high schools, the effort and achievement they have made in the elementary schools will be largely lost.

In an EMR class in secondary school, progress in academic skills may continue. The pupils will assimilate and

use the information they need to have about the world and their roles in it. They will use information more meaningfully and skillfully than they were able to do when younger.

A pupil may be accepted into the first level of the high school program from the Middle School EMR program or from regular classes if he is cleared through the Special Education office. Entrance into this program may be granted whenever the pupil exhibits sufficient social maturity and adequate academic skills.

Vocational I develops acceptable attitudes toward work, acquaints the pupil with the community and develops readiness for vocational skills. After completing the curriculum at this level, the pupil should be ready to enter the second level of the high school program, Vocational II, III, and IV form a three-year curriculum designed for the pupil between 16½ and 19 years with a mental range between 8-6 and 11-9.

Not all students will be able to reach maximum potential within the four curricular levels. Such students may be permitted to remain in the high school setting for five or six years, and the teacher may adjust course requirements so as to offer continued opportunity for advancement at a suitable rate.

It is anticipated that the teacher will need to adapt the curriculum for those students of lower mental level who will not be expected to achieve mastery of more advanced subject content included in the outline.

When a pupil enters high school the physical, personal-social, and the vocational skill areas begin to be of equal importance and are becoming coordinated and integrated in their application. In reality, the personal-social and the physical skills are becoming needed vocational skills. Since they tend to become interdependent on each other in practice, participation and contribution, they become more difficult to categorize. Consequently, the curriculum content is compiled by subject matter.

The more specifically job-related content is outlined in the Vocational Social Studies and the Vocational English courses. Some duplication will be noted, as it is expected that different aspects of the subject will be emphasized in the different classes, and that each succeeding year will carry the student into a deeper, more detailed study of the repeated items. The teacher may prefer to coordinate these two areas into one core, comprising the basic core of the high school years.

It may be discovered that children classified as EMR have achieved skills comparable to those of more nearly normal children. Prior to high school placement, serious consideration should be given as to whether continued EMR placement is advisable, especially if the high school offers basic classes for the slow-learner or other low achievers.

Some children may profit from integration into one or more regular basic classes during the day. Placement is determined by the student's interest and abilities, and grades received in each "outside" course are usually a result of a consultation between the regular and Special Education teachers.

Emphasis is on vocational evaluation, planning, job training, personal and social adjustment on and off the job. The student is helped to adjust to the work world, to develop work skills, to become a productive employee and a contributing citizen in his community.

HIGH SCHOOL PROGRAM - GOALS

The Vocational I curriculum is planned to meet the following goals:

1. To utilize basic academic skills in life situations.
2. To acquire home management skills.
3. To develop interests in varied vocations.
4. To accept responsibility toward self, the family, and the community.
5. To understand qualities necessary to hold a job.
6. To investigate vocational potential and limitations.

The Vocational II, III, and IV curriculum is designed to achieve the following goals:

1. To strengthen basic skills in reading, language arts, numbers, health, safety, home management, and socialization.
2. To participate in work and recreational groups.
3. To accept responsibility toward self, the family, a job, and the community.
4. To prepare for a vocation.
5. To accept vocational potential and limitations.
6. To develop aptitudes and skills in vocations.
7. To develop dependability and work tolerance by participation in school work experiences.
8. To develop qualities necessary to hold a job.
9. To acquire experience in suitable job.
10. To develop working relationships with other employees.

CRITERIA FOR GRADUATION

The student may be graduated from high school when he is ready for job placement in the community and has completed requirements for the following credits:

Vocational Social Studies	3 credits
Vocational English	3 credits
Vocational Math	3 credits
Home and Family Living	3 credits
Physical Education	2 credits
General Science	1 credit
Shop, Arts and Crafts or Specific Job Tasks	1 credit
On-Campus Work Experience	1 credit
Off-Campus Work Experience	1 credit
Electives	2 credits
Total	20 credits

Under circumstances which may warrant a departure from these criteria, a student may be graduated upon recommendation of his teachers, the Vocational Rehabilitation counselor and the Director of Special Education.

Level IV of basic subjects may be selected as an elective by students, or a second or third year of Shop or Arts and Crafts. Driver Education with the Special Class and with other students may be elected, as may any subject taught in the regular high school in which the student can expect to perform with a reasonable degree of success.

Physical Education should be scheduled with regular classes. In addition, some physical activity should be provided during the student's day with his own group.

Wherever possible, a student capable of attaining a reasonable degree of achievement in any skill, adjusting to the demands of a regular class, and profiting by association with other students should be scheduled for regular classes in those skills. Suitable adjustments may be made to the requirements for graduation.

THE COOPERATIVE SCHOOL-WORK PROGRAM*

The school-work program is a formal cooperative agreement between the Department of Special Education and the Division of Vocational Rehabilitation. It is designed to bridge the gap between school and the world of work for handicapped youth of secondary school age.

To help the educable mentally retarded prpeare for his role in the community, part of his educational process will involve his being exposed to those aspects of community living that are necessary for successful community adjustment. This will include taking field trips to various businesses and service organizations as well as representatives coming to the school to present short orientations. Work stations should be developed within the school as a way of exposing students to the world of work and providing evaluations that should point to job readiness and job adjustment for the particular student involved. A pupil may be rotated from job to job. These on-campus work stations would include such things as working in the library, office, cafeteria, etc. Emphasis is on vocational evaluation, planning, and suitable job training, with special attention being given to personal and social adjustment on and off the job. Efforts are made to assist the student to adjust to the work world, to learn a particular job, to develop work skills, and to become a productive employee.

During Vocational IV each student who is deemed ready may be given the opportunity to work on a half day basis with a good opportunity for full time employment after graduation.

*On job training and/or vocational training class at least 2 hours per day (usually 1/2 day training and 1/2 day in class.)

A Vocational Rehabilitation counselor is assigned to a school district. He works jointly with the school staff in providing rehabilitation services to all eligible students in special education. Each student will be given a thorough orientation as to what he may expect from being a client of Vocational Rehabilitation or from being involved in the Cooperative Program. The parents of each student will also be provided an orientation into the program and will be involved to the extent necessary to accomplish the particular objectives that are designed and mutually agreed upon for each student. A complete diagnostic evaluation will be provided each student with appropriate follow-up. From this information it should be possible to secure within limits an overall educational and vocational plan for each individual student.

Throughout the program on the high school level, individual, vocational, and personal counseling, along with re-evaluation if necessary, will be provided. The Vocational Rehabilitation Counselor will be responsible for developing school work stations, for authorizing and supervising the expenditure of funds for the initial diagnostic evaluation and additional evaluation and services that are indicated. He will also be responsible for developing on-the-job training for the students completing Vocational IV and for developing full time job opportunities for them at graduation. The rehabilitation counselor will follow the students past graduation until it is certain that the student has made the necessary adjustments to his job. It is expected that this follow-up past graduation would amount to no less than three months; however, this would vary from individual to individual.

A totally academic curriculum for mentally handicapped children cannot possibly include all the facets of learning so necessary and desirable to help each individual to become, within the reach of his ability, totally prepared

for employment and economic self-sufficiency. Preparation for the work world appears to be one of the most important needs of the EMR child, and an academic curriculum by itself will not attain this objective.*

In the Rationale of Vocational Rehabilitation's Plan of Operation, it is stated that "Handicapped youth perhaps lose jobs more frequently because of difficulty in adjustment to a work situation and because of a lack of guidance during periods of adjustment rather than due to their inability to perform a particular job. When the activities of Special Education and the other activities in the school program that provide experiences for meeting the responsibilities of the world of work are combined with rehabilitation guidance, counseling, and training handicapped youth will be more successfully established and stabilized in gainful employment."

The EMR Senior High level has not yet established work habits and a work tolerance that would allow him to work an eight-hour day at a job which has ceased to be new to him. The establishment of a realistic industrial setting in the classroom has been found to help develop good work habits and to build work tolerance. By utilizing sub-contract work obtained from various local businesses (obtained individually or with the help of the vocational rehabilitation counselor), a miniature factory can be set up in the classroom complete with foreman, workers, and quality control supervisors. Several projects can be completely made in the classroom with minimum equipment that have good market value to the

*Academics, however, are still an important part of the student's education. By Senior High level, students who have not reached their potential in basic academics should continue to be drilled in these areas. Students who have reached their potential should be taught academics as applied to a work world or adult setting.

other students in the high school - when these products are sold the students get a first-hand knowledge of the concepts of profit, reinvestment, overhead, cost, etc., plus a pride in having something that they have made that the other students want and are willing to pay for. The number and scope of these projects are limited only by their market value and the imagination and initiative of the teacher.

SUGGESTED JOB TASKS*

I. Assembling

- A. Gross
  1. Nuts and bolts
  2. Washers and bolts
  3. Leather goods
- B. Small
  1. Plastic toys
  2. Key chains
  3. Costume jewelry
  4. Printed material

II. Collating by

- A. Size
- B. Color
- C. Number
- D. Alphabet

III. Folding

- A. Skills
  1. Halves
  2. Quarters
  3. Thirds
  4. Diagonally
  5. Horizontally
- B. Objects
  1. Paper napkins
  2. Cloth napkins
  3. Face cloths
  4. Hand towels
  5. Bath towels
  6. Dish towels
  7. Dish cloths
  8. Pillow cases
  9. Sheets
  10. Blankets

*Many of these job tasks may be integrated into arts and crafts or other classes; or they may be set up as an independent class that may be assigned to those who need specific training in these areas, or as an elective for any student.

C. Article production

1. Paper boxes
2. Bedside boxes
3. Envelopes
4. Party hats
5. Flowers
6. Drinking cups

IV. Lacing

A. Shoes
B. Cards
C. Leather items

V. Matching

A. Color and design

1. Yarn
2. Thread
3. Fabric
4. Paint chips
5. Ribbon
6. Wrapped paper

B. Identical pairs

1. Socks
2. Earrings
3. Gloves
4. Shoe strings
5. Shoes
6. Hose

C. Related pairs

1. Nuts and bolts
2. Silverware
3. Cups and saucers
4. Sugar and creamer
5. Salt and pepper shakers

VI. Measuring and Cutting Materials

A. Yarn
B. Twine
C. Wire
D. Yard or piece goods
E. Paper

VII. Mounting

A. Picture
B. Display boards

VIII. Packaging in

A. Bundles

1. Newspapers

2. Magazines
3. Clothes
4. Wooden slats

B. Large bags
1. Clothing
2. Laundry
3. Towels

C. Small bags
1. Toys
2. Nails
3. Screws
4. Nuts and bolts
5. Washers

D. Small boxes
1. Discs
2. Paper clips

E. Large boxes
1. Books
2. Plastic dishes

F. Envelopes
1. Large, clasp seal
2. Small, glue seal
3. Money rollers

IX. Shelving

A. Books
B. Canned goods
C. Boxes
D. Dishes
E. Linens

X. Sorting

A. Color and hue
1. Yarn and thread
2. Flowers
3. Discs
4. Paint chips
5. Ribbon
6. Beads

B. Shape and design
1. Geometric shapes
2. Washers
3. Nuts
4. Boxes
5. Silverware and dishes
6. Soft drink bottles
7. Buttons

C. Length and thicknesses
   1. Dowel rods
   2. Lumber
   3. Screws and nails
   4. Laces
   5. Pipe cleaners

D. Value
   1. Coins
   2. Paper money
   3. Tokens
   4. Trading stamps

XI. Stacking

A. Magazines
B. Books
C. Papers
D. Cards
E. Dishes
F. Linens
G. Boxes
H. Canned goods
I. Cardboard boxes

XII. Stapling

A. Scratch pads
B. Color chips
C. Swatches
D. Collated materials
E. Materials to cards

SUGGESTED TYPES OF ON-THE-JOB TRAINING AND JOB PLACEMENT IN THE COMMUNITY

I. Animal Hospital

- A. Cleaner
- B. Feeder
- C. Exercise boy

II. Cabinet Shop

- A. Sweeper
- B. Sander
- C. Lathe operator
- D. Paint and stain
- E. Delivery boy and pick-up boy
- F. Finish furniture
- G. Polish

III. City Pound

- A. Feeder
- B. Cleaner

IV. Department Store

- A. Clean up
- B. Stock
- C. Gift wrap
- D. Runner
- E. Soda fountain counter helper
- F. Messenger
- G. Window set arranger
- H. Elevator operator

V. Factory Helper

- A. Disassembly and salvage
- B. Assembly line worker
- C. Clean up

VI. Garage Mechanic Helper

- A. Clean floors, work areas, and tools

INSTRUCTIONAL OBJECTIVES

HOME AND FAMILY LIVING

By the end of the high school program, a student should be able to perform the following tasks:

1. Demonstrate proficiency in home care techniques, as measured by his ability to use correctly and efficiently home care applicance, utensils, and tools.
2. Explain clearly and accurately the need for cleanliness in the home.
3. Apply good health concepts in his daily routine as measured by his state of health.
4. Demonstrate proficiency in basic sewing skills by constructing a completely usable product (dress, pillow, curtain, toy) from beginning to end without the aid of a teacher.
5. Identify the types of activities available to him in the community and at home for worthwhile use of leisure time.
6. Describe the roles of family members at home, work, and in the community.
7. Plan, cook, and serve a nutritious meals while utilizing proper health and safety measures, manners, and correct talbe settings.
8. Recognize that stores often compensate for sale items by raising other food prices and explain the economic advantages of comparison shopping.
9. Discuss effective ways of compensating for lack of appliances in the home.
10. Plan ways of attractively furnishing a home on a low budget.
11. Discuss advantages and disadvantages of renting versus buying.
12. Demonstrate an understanding of the importance of pre-natal care.
13. Identify the basic physical and emotional needs of babies and children, and recognize potential safety hazards to children in the home.
14. Outline basic clothing needs, and explain the proper care of clothing.
15. Write a complete and reasonable budget for a given salary.
16. Arrange competently for utilities when moving from, or to another area, and plan for expenses for rent, damage, and utility deposits.
17. Recognize the major signs of illness and be aware of prevention methods.
18. Demonstrate ability to follow doctors' orders.

VOCATIONAL MATH

1. Demonstrate proficiency in the basic arithmetic skills and in the application of these skills to practical situations.
2. Discuss clearly credit buying, its prices, and the dangers of overspending.
3. Discuss the processes of borrowing money and the price paid for borrowing.
4. Identify major and minor expenditures in daily living and incorporate them in a working budget.
5. Identify means of investing savings.
6. Demonstrate proficiency in handling all aspects of a checking account and discuss dangers of spending money one does not have.
7. Demonstrate correct usage of thermometers.
8. Demonstrate practical use of measurement.
9. Describe the use of fractions in daily situations.
10. Demonstrate his ability to tell time correctly and use time in problem solving.
11. Demonstrate accuracy in making change.
12. Explain things to watch for in buying a car.
13. Explain terms associated with car ownership such as guarantee, warranty, title, registration.
14. Explain the services of the post office so that he displays confidence in using the most common services.
15. Classify and describe types of insurance.
16. Describe and define types of automobile insurance and the factors affecting cost.
17. Identify and define all items on the Statement of Earnings stub of a paycheck.
18. Demonstrate proficiency in maintaining a savings account.

SCIENCE

1. Explain the relationship between plants and animals so that their interpendence is shown.
2. Identify the uses of plants and animals to man.
3. Recognize the necessary conditions for a fire and possible fire hazards.
4. Discuss fire prevention measures.
5. Identify the different types of extinguishers for different types of fires.
6. Identify major causes of pollution, and demonstrate an awareness of his individual part in pollution prevention.
7. Recognize the physical position earth occupies in the universe.
8. Use adequate safety measures in dealing with electricity.
9. Recognize potential danger signs in electrical appliances.

VOCATIONAL ENGLISH

1. Read on a level commensurate with his mental age.
2. Spell accurately vocationally related words.
3. Identify and define the list of useful signs (found at the end of the high school section).
4. Complete accurately a variety of application forms.
5. Express himself clearly in conversation with peers and adults.
6. Demonstrate ability to locate information in various common references such as phone books, newspapers, school library, and dictionary.
7. Demonstrate good aural comprehension by following directions or responding correctly to questions.
8. Write legible friendly letter and thank you note.
9. Express himself clearly in written language and demonstrate an ability to apply writing to practical uses such as filling out forms, sales slips, and applications
10. Demonstrate proper usage of the telephone in social and business situations.
11. Show logical thinking by accurate problem solving.
12. Show an interest in reading for pleasure.

VOCATIONAL SOCIAL STUDIES

1. Explain clearly how heredity and environment affect his personality.
2. Understand and cope with his emotions and attitudes.
3. Discuss analytically pertinent facts about three jobs. in which he is interested.
4. Identify and explain four methods of seeking a job.
5. Demonstrate proficiency and confidence in interviewing for a job.
6. Demonstrate social adequacy in peer and adult relationships.
7. Define the qualities of a good citizen.
8. Discuss major events.
9. Demonstrate proficiency in the motor skills and academic skills particular to his intended vocation.
10. Define, locate, and tell the function of major public facilities.
11. Arrange adequate inter and intra-city transportation.
12. Discuss personality traits conducive to obtaining and holding a job.
13. Identify procedures for registering to vote and voting.
14. Demonstrate adequate competency in handling emergencies, and identify appropriate places to seek help in various situations.
15. Plan a workable vacation schedule and realistic budget, including provisions for stopping mail, utilities, and other pre-vacation responsibilities.

Success in the preceding objectives will be evaluated by means of teacher-made tests or teacher observation, or other appropriate measures.

x-1 A majority of students will perform these objectives with 90% success according to individual level of intellectual functioning.

x-2 75% of the students will perform these objectives with 80% success according to individual level of intellectual functioning.

x-3 90% of the students will perform these objectives with 70% success according to individual level of intellectual functioning.

VOCATIONAL I: HOME AND FAMILY LIVING

I. Caring for Home and Family

A. Improving the home
   1. Choosing colors
   2. Arranging furnishings functionally
   3. Repairing and maintaining the home
   4. Caring for the yard

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B. Caring for family clothes
   1. Buying wisely
   2. Taking care of the clothes
      a. Washing
      b. Dry cleaning
      c. Mending
      d. Altering
      e. Ironing

C. Preparing and serving family meals
   1. Developing nutritional concepts
   2. Learning to plan menus
      a. Planning for three meals a day
      b. Planning food list for grocery shopping
   3. Learning to prepare meals
      a. Judging the correct quantity
      b. Using leftovers
      c. Freezing certain foods
   4. Learning to serve family meals
      a. Necessary plates and flatware
      b. Correct setting
      c. Manners
   5. Backyard meals

D. Developing pride
   1. Taking pride in the appearance of the home
   2. Taking pride in family members

E. Basic sewing skills
   1. Sewing by hand
   2. Mending
   3. Simple embroidery

a. Pillow cases
b. Napkins
c. Quilts

4. Learning to use the sewing machine

II. Improving Self

A. Practicing health habits

1. Improving appearance
   a. Physical
      1) Daily cleanliness
      2) Skin care
      3) Hair cut and style
   b. Personal - clothes
      1) Appropriate dress - styles
      2) Neatness
2. Understanding relationship between eating habits and health
   a. Preventing illness
   b. Effect on general physical appearance
   c. Influence on energy/efficiency level
3. Understanding relationship between sleep and health
   a. Preventing illness
   b. Influence on energy/efficiency level
   c. Effect on disposition
4. Maintaining health
   a. Prevention of disease
      1) Innoculation
      2) Proper health habits
   b. Recognition of disease
      1) Regular check-ups
      2) Symptoms
   c. Care
      1) Home
      2) Professional
   d. Community health
      1) Health services

2) Spread of disease
3) Responsibilities to others

5. Drugs and drug abuse
   a. Narcotics
   b. Dangers
      1) Physiological
      2) Legal aspects

B. Utilizing leisure time
   1. Activities available for participation and observation at home
      a. Selection of activities
      b. Selection of companions
      c. Selection of appropriate time for doing
      d. Consideration of cost, space, materials, place
   2. Activities available for participation and observation in the community
      a. Selection of activities
      b. Selection of companions
      c. Selection of appropriate time for doing
      d. Consideration of cost, space, materials, place

VOCATIONAL II: HOME AND FAMILY LIVING

I. Studying the Family and Its Function

   A. Distinguishing family members
      1. Identifying members of the immediate household
      2. Identifying relatives

II. Understanding the Roles of Family Members

   A. Role of both parents
      1. Pass on culture
      2. Provide model of family unit
      3. Religious instruction
      4. Sex instruction

5. Security
6. Happiness

B. Understanding role of the father
   1. Accepting responsibilities at home
      a. Household helper
      b. Home maintenance
      c. Management
      d. Care and rearing of children
      e. Provide male model
   2. Accepting responsibility away from home
      a. Wage earner
      b. Civic duties

C. Understanding role of the mother
   1. Assuming responsibilities at home
      a. Feeding the family
      b. Housecleaning chores
      c. Clothing the family
      d. Shopping for the family
      e. Child care and rearing of children
      f. Care of the sick
      g. Provide female model
   2. Assuming responsibilities away from home
      a. Supplemental wage earner
      b. Community activities

D. Adjustments of mother-only or father-only

E. Understanding role of the children
   1. Helping with home tasks
   2. Sharing responsibilities
   3. Respecting and obeying home rules and regulations
      a. Curfews
      b. Going steady
      c. Dating
   4. Getting along with others
   5. Remembering special occasions (birthdays, anniversaries)

6. Respecting family customs and traditions
7. Participating in community activities
8. Participating in school activities
   a. Sports
   b. Clubs
   c. Projects
   d. Elections
   e. Campaigns
9. Caring for and respecting property
   a. Private
   b. Community
   c. School

III. Getting Food

A. Understanding basic sources of food
B. Transporting food to the community
C. Shopping at different food stores
   1. Comparison shopping
   2. Best values
D. Surveying jobs at types of food stores
E. Obtaining food at restaurants and cafeterias
F. Delivering food to the home

IV. Preparing and Serving Food

A. Buying
B. Preparing nutritious food
C. Planning low cost nutritional meals
D. Planning refreshments for a party
E. Learning safe and correct operation of kitchen equipment
F. Classes of foods
G. Learning nutritional values - basic mineral requirements
   1. Vitamins
   2. Calories
H. Storage and care of foods
I. Cleaning up - proper garbage disposal
J. Using appropriate service and good manners
   1. Understanding use and function of implements

2. Practicing attractive table setting
3. Using good manners
4. Developing good habits
5. Pleasant mental environment at meals

V. Housing

A. Understanding purposes of shelter
1. Protection
2. Security
3. Comfort
4. Pleasant refuge
5. Base for daily living

B. Studying types of dwellings

C. Learning about people who build houses

D. Learning about people who maintain houses

E. Developing efficiency in housekeeping tasks
1. Mopping
2. Sweeping
3. Dusting
4. Vacuuming
5. Cleaning bathrooms
6. Making beds
7. Washing and drying dishes
8. Cleaning mirrors and windows
9. Cleaning metals

F. Maintaining and repairing
1. Learning skills necessary for maintenance
a. Simple electrical repairs
2. Calling appropriate services when needed
3. Keeping the yard
a. Landscaping skills
b. Using and caring for equipment

VI. Sewing

A. Using and caring for equipment

B. Making simple garments

1. Fabric selection
2. Pattern selection
    a. Fitting
    b. Adjusting
3. Reading and interpreting patterns
4. Pattern layout
5. Marking
6. Cutting
7. Sewing

VII. Learning About Infant and Child Care

A. Understanding basic needs of babies and children
    1. Physical needs
    2. Emotional needs
B. Establishing habits
    1. How babies learn
C. Bathing and dressing
D. Arranging children's parties
E. Entertaining children
    1. Songs, poems, riddles
    2. Story-telling
    3. Games, puzzles, creative activities
    4. Reading stories

VIII. Grooming

A. Practicing cleanliness
B. Improving personal appearance

IX. Expanding Health Concepts

A. Studying communicable diseases
    1. Types
    2. Control and prevention
    3. Incidence in childhood
B. Learning about alcohol, narcotics, and tobacco
    1. Effects
    2. Cost
C. Learning about Venereal Disease
D. Keeping healthy

VOCATIONAL III: HOME AND FAMILY LIVING

I. Developing Infant and Child Care

A. Understanding pre-natal care
   1. Importance of proper medical care and diet
   2. Mother's dress
   3. Layette planning
   4. Infant furniture

B. At the hospital
   1. How babies are born
   2. The doctor's care
   3. Mother's stay at the hospital

C. Coming home
   1. Help from grandmother
   2. Baby's visitors

D. Understanding infant care
   1. Physical needs (feeding, sleeping, rest, exercise, protection, doctor, periodic medical check)
   2. Emotional needs (parents response to child - warmth, cuddling, talking, playing, etc.)
   3. Special physical care
      a. Need for cleanliness
      b. Sterilizing utensils
      c. Care of child - daily bath, care of hair, nails, etc.
      d. Feeding - preparation of formula, bottle feeding, breast feeding, baby foods, proper diet - need for fluids
      e. Dressing baby - layette, cleanliness of clothing, over-dressing and under-dressing
      f. Growth and development - basic physical and mental stages of development
   4. Social needs (play with others, discipline)
   5. Building desirable habits

E. Problems of health
   1. Preventive measures
      a. Keep poisonous materials locked up
      b. Read labels on medicines
      c. Keep sharp objects out of reach
      d. Adequate rest
      e. Clothing
      f. Diet
   2. Recognizing childhood diseases
      a. Symptoms of most common diseases
      b. Checking temperatures
      c. Health agencies
      d. How to follow doctor's orders

II. Housing the Family

A. Knowing essential items in the home
   1. Major appliances
      a. Buying
      b. Doing without
   2. Room furnishings
      a. Buying at a store
      b. Do it yourself - refinishing and antiquing
         1) Navy Surplus Store
         2) Salvation Army
         3) Waterfront Mission
   3. Floor coverings

B. Improving the home
   1. Color
   2. Functional and attractive arrangement
   3. Repair and maintenance skills
   4. Yard
   5. Decorating
      a. Use of lamp, pictures
      b. Plants and flowers
      c. Decorator pillows

C. Renting
   1. Apartments
   2. Trailers
   3. Houses
   4. Respect and care for property of others
   5. Advantages
   6. Disadvantages

D. Buying
   1. Equity
   2. Advantages
   3. Disadvantages

III. Selecting and Caring

A. Extending basic sewing skills
B. Naming types of clothing
C. Choosing clothes wisely
   1. Appropriate to occasion
   2. Appropriate to season
   3. Line and trim
   4. Color
   5. Cost
   6. Understanding tags
   7. Where to buy
      a. Department stores
      b. Second-hand stores
   8. How to buy
   9. Wardrobe needs

D. Caring for clothing
   1. Home laundering - sorting, cleaning materials
   2. Spot cleaning - agents, methods
   3. Pressing
   4. Using commercial facilities
   5. Ironing, folding, and hanging
   6. Storing clothes

E. Advantages of sewing own clothes

IV. Expanding the Preparation and Serving of Food

- A. Expanding nutritional concepts
- B. Planning menus
- C. Preparing meals
- D. Reviewing origin of foods and their uses

V. Improving Performance of Household Tasks

- A. Extending basic skills
- B. Developing pride in appearance of home

VI. Drugs and Drug Abuse

- A. Narcotics
- B. Dangers

VOCATIONAL IV: HOME AND FAMILY LIVING

I. Living In a Family

- A. Understanding courtship and marriage
  - 1. Choosing a mate
    - a. Desirable qualities
    - b. Undesirable qualities
    - c. Accepting marital responsibilities
- B. Practicing acceptable behavior
- C. Understanding good qualities of a home
- D. Controlling family size
- E. Divorce and separation

II. Budgeting

- A. Housing
  - 1. Upkeep
  - 2. Taxes
  - 3. Improvement
  - 4. Insurance
  - 5. Utilities
- B. Food and clothing
  - 1. Percentage set aside for food

2. Evaluation of clothing advertisements
3. Evaluation of clothing departments
4. How to save on clothing costs

C. Making good use of money
1. Various ways to purchase
a. Cash
b. Charge account
c. Installment plan
d. Loans
e. Dangers, price paid for, advantages and disadvantages of each
2. Ways of budgeting
3. Sales
a. Validity
b. Seasonal buying

D. Budgeting for
1. Taxes
2. Transportation
a. Gasoline
b. Oil
c. Tires
d. Maintenance
e. License
f. Insurance
3. Gifts
4. Subscriptions
5. Other fees
6. Insurance
7. Recreation
8. Vacation
9. Education
10. Emergencies
11. Medical costs
12. Savings
13. Barber shop, beauty shop

III. Moving

A. Utilities
1. Getting electricity turned on and off

2. Arranging for gas
3. Arranging for telephone service
4. Deposits on above three

B. Rent in advance
1. Damage deposit
2. Cleaning deposit

C. Moving furniture
1. Renting a trailer
2. Commercial movers
a. Listing valuables
b. Insurance

IV. Home Nursing

A. Signs of illness
1. Tiredness
2. Skin
3. Ears
4. Nose
5. Throat
6. Eyes
7. Digestion
8. Bowels
9. Pain
10. Temperature

B. The sick room
1. Need for cleanliness
2. How we keep from spreading germs

C. Use of the thermometer
1. How to take someone's temperature
2. Care of the thermometer

D. What to do when a person becomes ill
1. Put to bed
2. Take temperature
3. Call doctor
4. Write down doctor's instructions, and follow them

E. Communicable diseases

1. Protecting yourself and others from infection

F. Care of the sick room

SAMPLE ACTIVITIES

Guide students to discover ways by which young people waste money, contrast necessities and luxuries in a teen-agers life.

Prepare descriptions of three families with differences in number of family members, age and sex, and activities. Have the class analyze how the three families differ and explain how these differences will be likely to affect the food purchases by the family.

Show film on table manners. Discuss situations and relate how these might influence an individual's acceptance in a group.

Distribute simple recipes. Point out the information given in a recipe. Demonstrate and develop a list of measurements, abbreviations, and preparation terms as recipes are used in the lab experiences.

VOCATIONAL I: MATHEMATICS

I. Developing Arithmetic Skills

- A. Reinforcing fundamental processes
- B. Improving skills in addition and subtraction of simple fractions
- C. Improving concept of basic processes through word problems - when to add, subtract, etc.
- D. Introducing decimals and percents
- E. Developing two-digit divisor with remainder
- F. Developing reasoning in arithmetic
  1. Simple word problems

II. Using Functional Arithmetic

- A. Buying
  1. Using a credit card
     - a. Open charge
     - b. Revolving charge
  2. Taking out a loan
     - a. Interest rates
     - b. Monthly payments
  3. Paying installment
     - a. Down payment
     - b. Monthly payment
- B. Budgeting
  1. Source of income
     - a. Wages
     - b. Pension
     - c. Unemployment compensation
     - d. Insurance
  2. Expenditures
     - a. Savings
     - b. Taxes
       1) Federal
       2) State
       3) Property

c. Food
d. Clothing
e. Shelter
    1) Rent or mortgage payments
    2) Utilities
    3) Upkeep
f. Health and personal appearance
    1) Medical and dental costs
    2) Barber shop and/or beauty shop
g. Transportation
    1) Purchase payments
    2) Maintenance
    3) Insurance
h. Investment of savings
    1) Savings bonds
    2) Cash savings
    3) Real estate
    4) Life insurance

C. Understanding checking account
1. Types
    a. Regular
    b. Special
2. Advantages
    a. Little need to carry cash
    b. Safe place for money
    c. Checks sent safely by mail
    d. Permanent record
3. Disadvantages
    a. Danger of overspending
    b. Legal repercussion of bad checks - credit rating
4. Opening an account
    a. Signature card
    b. Initial deposit
5. Making deposits
    a. Deposit slips

b. Receipt
c. Check book stub

6. Written numbers
7. Writing a check
8. Taking someone's check
9. Endorsing
10. Bank statements

D. Measuring time
1. Understanding time
a. Hours/day
b. Days/week
c. Days/month
d. Weeks/year
2. Using ordinal numbers to 31st for the calendar
3. Translating dates to numerical form

VOCATIONAL II: MATHEMATICS

I. Developing Math Skills

A. Expanding use of temperature
1. Reading thermometers
2. Reinforce freezing, boiling
3. Use of thermometers
a. Weather
b. Cooking - meat, candy
c. Medical
d. Thermostat
e. Oven

B. Expanding skills in fractions
1. Using fractions in classroom activities
2. Changing to equivalent fractions

C. Developing percents and decimals - change percent to decimals

D. Introducing square measurements
1. Inch
2. Foot
3. Yard

E. Using time in problem solving

F. Approximating measures

1. Acceptable times to approximate

a. Distance (inch, foot, yard, mile)

b. b. Quantities (dry, fluid)

G. Reinforcing fundamental processes

H. Continued reasoning and judgment in arithmetic

1. Word problems

II. Using Vocational Math

A. Making use of advertisements (alert to wording)

1. Irregulars, seconds
2. Plus trade-in
3. Factory rejects
4. Close out
5. Up (as, $5.00 and up)
6. Quitting business sale
7. Discount houses
8. All sales final
9. Buy one, get second one for a penny

B. Buying from a catalog

1. Advantages
2. Disadvantages
3. Stores selling by catalog
4. Filling out order blanks
5. Returning merchandise

C. Banking services

1. Safety deposit boxes
2. Financial advice
3. Money orders
4. Traveler checks
5. Loans

a. Personal loan

b. Real estate loan

c. Commercial loan

d. Agricultural loan

6. Checking account
7. Savings account

VOCATIONAL III: MATHEMATICS

I. Developing Skills

A. Using multiplication and division with money
B. Stressing speed and accuracy in making change
C. Making use of decimals and per cents in real situations
D. Developing use of square inch, foot, yard
E. Achieving maximum level in fundamental processes
F. Classifying and coding (recognizing class commonalities)
G. Developing comprehension through puzzles, mazes (establishing logical relationships)
H. Adding and subtracting mixed fractions
I. Changing fractions to decimals and per cents

II. Using Vocational Math

A. Buying wisely
    1. Car
        a. Where to purchase
        b. Information about car agencies
            1) New
            2) Used
            3) Private property
        c. Things to look for when purchasing
        d. Things to look <u>out</u> for
        e. Terms to know
            1) Guarantee
            2) Warranty
            3) Financing
            4) Bill of sales
            5) Registration
            6) Title
    2. Furniture
        a. Style
        b. Cost
        c. Payments

d. Where to buy
e. Quality
1) Construction
2) Finish
3) Upholstery

3. Major appliances
a. New
b. Used
c. Other factors
1) Warranty
2) Guarantee
3) Reputation of brand names

B. Learning about postal services
1. Savings bond
2. Money order
3. Postage
a. Weight
b. Insurance
c. Type of delivery
4. Wrapping packages

VOCATIONAL IV: MATHEMATICS

I. Developing Math Skills
A. Reading and understanding simple graphs
B. Computing averages
C. Achieving maximum level in fundamental processes
D. Developing time and measurements through word problems

II. Using Vocational Math
A. Learning about insurance
1. Automobile
a. Public liability or bodily injury
b. Property damage
c. Collision
d. Deductible clause

e. Comprehensive
f. Medical payments
g. Factors which contribute to cost of insurance
h. Selecting desirable agency

2. Life
3. Medical and hospital

B. Understanding pay check
1. Gross pay
2. Deductions
a. Social Security
b. Income tax
c. Union dues
d. State tax
e. Insurance
f. Retirement
g. Credit Union
3. Net pay
4. Overtime
a. Time and half
b. Double time

III. Review of Checking Account

A. Relationship between checks and money
B. Spelling numbers one to hundred
C. Legal requirements and penalties related to check writing
D. Responsibilities related to having an account
E. Processes from writing a check to processing by bank
F. Information needed in bookkeeping
1. Balance
2. Deposits
3. Service charge
G. Types of checking accounts
1. Regular
2. Special

H. Advantages
I. Disadvantages
J. Opening an account
K. Making a deposit
L. Writing a check
M. Endorsing
N. Bookkeeping
O. Bank statements

IV. Savings Account

A. Advantages
B. Disadvantages
C. Interest
D. Deposits
E. Withdrawals

MATHEMATICS: SAMPLE ACTIVITIES

1. Figure out costs of materials for homemaking projects.
2. Measure materials for craft projects. Compute amount needed for whole group.
3. Compare hourly, monthly, weekly salaries.
4. Figure out salaries for part-time or summer jobs.
5. Make out a budget for family. Make up experience problems from this.
6. Make up problems in installment buying.
7. Make up problems related to car upkeep costs.
8. Figure out sales taxes and learn to use sales tax chart.
9. Compute time, spread distance, miles per gallon, miles per hour, total cost of a trip, etc.
10. Read gauges, speedometer, thermometer.
11. Do sample problems in installment and discount buying.
12. Figure out how to double, triple or make one-half of a recipe.

VOCATIONAL I: SOCIAL STUDIES

I. You and Your Personality

A. Self discovery
1. Autobiography
2. Discussion of
a. goals
b. traits
c. achievements
d. contributions
e. resources
f. success

B. Personality
1. How formed - heredity and environment
2. Traits
a. Desirable
b. Undesirable
c. Modification of undesirable traits
3. Appearance
a. Posture
b. Cleanliness
c. Good grooming
d. Clothing

C. Coping with emotions and attitudes
1. Toward self
2. Toward family
3. Toward friends
4. Toward school, schoolmates
5. Toward job
a. Authority
b. Co-workers
c. Subordinates
6. Toward future family
a. Responsibility
b. Child beating

II. Learning About Jobs

A. Investigating jobs (See Guide to Jobs for the Mentally Retarded.

1. Sales
2. Clerical
3. Domestic
4. Food services
5. Building services
6. Horticulture
7. Fishery
8. Forestry
9. Food products
10. Production of lumber and lumber products
11. Production of paper and paper products
12. Construction
13. Trades and services

B. Getting a job
   1. Seeking
      a. Newspaper
      b. Employment agencies (private, state)
      c. Friends and relatives
      d. School principal, teacher, counselor
      e. Vocational rehabilitation
   2. Qualifying
      a. Physical examination
      b. Required tests
      c. Required skills - education
   3. Applying
      a. Written applications
      b. Interviews
      c. References
   4. Considering
      a. Working conditions
      b. Location
      c. Fringe benefits
      d. Opportunity to advance

C. Holding a job
   1. Attendance
   2. Punctuality

3. Initiative
4. Quality of work
5. Relationships
    a. Employers-employees
    b. Co-workers

III. Developing Relationships

A. Choosing friends
    1. Learning why friends are needed
    2. Being a friend
    3. Selecting friends
        a. Desirable qualities
        b. Common interests
B. Being responsible to friends and neighbors
C. Dating
    1. Social expectations
        a. Emotions
        b. Responsibility
        c. Manners
    2. Appropriate activities
D. Being a good citizen in the community
    1. Qualities of a good citizen
        a. Cooperativeness
        b. Dependability
        c. Responsibility
        d. Loyalty
        e. Courtesy
        f. Safety
        g. Trustworthiness
        h. Patriotism
        i. Acceptance of all individuals
    2. Privileges as a citizen
    3. Using facilities in the community
E. Being a good citizen in the school
    1. Orientation to school and personnel
    2. Knowledge of clubs

3. Assistance to school (library, office aides)
4. Knowledge of school rules and reasons for rules

IV. Practicing Group Responsibilities

A. Sportsmanship
B. Leadership
C. Fellowship
D. Cooperation
E. Fairness
F. Honesty

V. Current Events

VI. Part Time Jobs

A. Babysitting
1. What to know
a. Information for emergencies
b. Feeding, clothing instructions
c. Special do's and don't's
d. Where parents can be reached
e. Establishment of expected wages
2. Safety
a. Never leave baby alone
b. Getting help for sickness
c. Bathing baby
d. Being escorted home late at night
3. Entertainment and care
a. Changing diapers
b. Children's games
c. Reading stories

B. Newsboy
1. Hours
2. Transportation
3. Salary

C. Bagboy
1. Hours
2. Salary

D. Yardboy
   1. Equipment needed
   2. Wages set ahead of time

E. Car Wash
   1. Equipment
   2. Soliciting business

VOCATIONAL II: SOCIAL STUDIES

I. Introduction to Vocations

   A. Surveying of types of jobs suitable to ability and interest

   B. Identifying skills needed for each job
      1. Tools and equipment for specific jobs
      2. Appropriate dress for specific jobs

   C. Exploring working conditions
      1. Time on job
      2. Environment
      3. Employer-employee relationships
      4. Employee-employee relationships
      5. Supervision
      6. Calendar month in relation to work
         a. Working days
         b. Holidays
         c. Shiftwork
         s. Jobs related to seasons

II. Learning to Live in a Community

   A. Knowledge of life in the neighborhood
      1. Food district
         a. Grocery stores
         b. Dairy
         c. Bakery
         d. Markets
      2. Churches
      3. Neighborhood groups

B. Community government
   1. City helpers (firemen, policemen, sanitation workers, Red Cross)

III. Current Events

IV. Reinforcing the Practice of Desirable Characterizations

A. Cooperation
   1. Promptness
   2. Acceptance of criticism
   3. Helpfulness
   4. Courtesy to authority

B. Practicing good attitudes and manners
   1. Cheerfulness
   2. Good manners
   3. Respectfulness
   4. Acceptable language
   5. Social behavior

VOCATIONAL III: SOCIAL STUDIES

I. Exploring Vocations

A. Reinforcing knowledge and skills previously learned
   1. Job applications
   2. Appropriate dress and appearance
   3. Interview procedures
   4. Satisfying relationships with employer, employees
   5. Forms and applications

B. Evaluating personal qualities for the job
   1. Emotional stability and social adjustment
      a. Self-control
      b. Respect for authority
      c. Cheerfulness
      d. Punctuality
      e. Accepting responsibility
      f. Accepting instructions and criticism

g. Honesty, truthfulness, trustworthiness
h. Ability to complete a job
i. Manners
j. Interest

2. Physical development and health
3. Manual dexterity
4. Academic proficiency

C. Studying jobs in detail

1. Characteristics of specific jobs
   a. Nature of work
   b. Skills required
   c. Training needed
   d. Tools and equipment
2. Working conditions
   a. Hours
   b. Environment
   c. Other employees
   d. Supervision
   e. Expenses while working
3. Benefits
   a. Pay
   b. Retirement pensions
   c. Vacation
   d. Sick leave
   e. Credit Union
   f. Savings
   g. Insurance
      1) Hospital
      2) Life
      3) Unemployment
   h. Joining a union
   i. Strikes
   j. Social Security and Social Security Act
   k. Tenure
   l. Opportunities for advancement
   m. Workmans Compensation

II. Relating Health to the Job

A. Expanding concepts of food and eating habits
   1. Illness prevention
   2. Weight control
   3. Efficiency - or lack of

B. Understanding the function of posture
   1. Job performance
   2. Health
   3. Appearance

C. Understanding relationship of sleep and rest
   1. Illness prevention
   2. Efficiency - or lack of
   3. Congeniality
   4. Dependability

D. Understanding disease and illness
   1. Recognition
   2. Prevention
   3. Results
   4. Resistance
      a. Check-ups
      b. Inoculations

E. Studying community health
   1. Responsibility to other employees
   2. Responsibility of employers to employees
   3. Health practices on the job
   4. Spread of disease
   5. Health services
   6. Yearly examinations

III. Studying Civics

A. Reviewing city and county government
B. Studying state government
C. Studying patriotism
   1. Flags
   2. Holidays (Columbus Day, Washington's Birthday, Lincoln's Birthday, Memorial Day, Veteran's Day, Independence Day, etc.)

3. Obligations of a citizen
    a. Obeying laws
    b. Voting
    c. Supporting self and family

D. Practicing safety
    1. Learning basic first aid
    2. Practicing safety on the job
        a. Ability to read, interpret - obey safety signs
        b. Knowing safety rules and regulations
        c. Applying safety rules and regulations
        d. Wearing suitable clothing
        e. Learning proper use of tools and equipment
    3. Civil Defense
    4. Preventing accidents and fires
        a. In home and community
        b. In recreational activities

E. Knowing what to do in emergencies
    1. Whom to call
    2. Information to give

IV. Traveling

A. Road maps (where to obtain, how to use)
B. Travel agencies
C. Tour guides
D. Travel service provided by oil companies
E. Travellers checks and credit cards
F. Making reservations
    1. Planes
    2. Hotels, motels, etc.
G. Tipping
H. Bell Hops, Red Caps, etc.
I. Learning and observing road signs and safety
J. Safety precautions with money and other personal items
K. Emergencies
L. Identification
M. Planning a vacation

1. Budgeting for a vacation
    a. Places to go
    b. Ways of traveling
    c. Length of trip
    d. Servicing car before trip
    e. Food
    f. Entertainment traps
    g. Getting lost on the road
2. Visiting relatives (do's and don'ts)
3. Pre-vacation responsibilities
    a. Notification of whereabouts
    b. Stop newspapers, milk, etc.
    c. Care of mail and pets
    d. Leaving house safe
        1) Close windows
        2) Unplug electrical appliances
        3) Be sure stove and iron are off
        4) Check lights before leaving
        5) Arrange vacation utility service

V. Current Events

VOCATIONAL IV: SOCIAL STUDIES

I. Characteristics of Employability

A. Personal characteristics

1. Self-expression - communicate, ask for assistance, question
2. Sociability - interest in other employees or public
3. Work independence and initiative - work without supervision or guidance
4. Appearance - cleanliness, good manners, neat appearance
5. Teamwork - perform in close coordination with other jobs

B. Time factors
   1. Pace - perform at a consistent rate of speed
   2. Attendance - be reliable in attendance and punctuality
   3. Simultaneity - perform several activities at or near the same time
   4. Timing - perform timed, scheduled activities, be aware of time

C. Performance skills
   1. Accuracy - perform within well-defined tolerance
   2. Dexterity - make fine manipulations, coordinated movements
   3. Choices - select among alternatives, make decisions
   4. Directions - follow procedures, instructions or directions
   5. Memory - remember locations, procedures, nomenclatures
   6. Caution - use care in activities which pose personal hazard

D. Work tolerance
   1. Repetitiveness - have tolerance for monotony or repetition
   2. Perseverence - perform continuosly, over normal periods
   3. Stamina - have physical stamina, strength, resist fatigue

II. Reinforcing knowledge and skills previously learned

A. Selecting a job
   1. Analyzing job requirements
   2. Measuring self with requirements

B. Securing a job
   1. Job resources
   2. Means of securing a job

C. Keeping a job

1. Necessary qualities
2. Compliance with requirements

III. Acquiring Knowledge of Skills and Qualifications of Specific Jobs
   A. Learning needed vocabulary for vocational area
   B. Using and caring for tools and equipment
   C. Using and caring for materials
   D. Performing tasks related to specific jobs
      1. Under supervision
      2. Limited supervision
      3. Self-directed
   E. Analysis of job requirements versus capabilities and limitations of self
      1. Emotional stability
      2. Physical strength
      3. Health
      4. Manual dexterity
      5. Peer acceptance
   F. Developing proper attitudes toward criticism and evaluation
      1. Unfavorable criticism
      2. Constructive criticism
      3. Close supervision

IV. Utilizing Available Assistance In Community
   A. Recognizing problems
   B. Where to seek help
      1. Police station
      2. Fire department
      3. Ambulance service
      4. Doctors, nurses' register
      5. Red Cross, Salvation Army, Waterfront Mission
      6. Vocational Rehabilitation
      7. Florida Employment Agency
      8. Welfare Department

9. Health Department
10. Churches

V. Studying Civic Responsibilities

A. Voting
B. Paying taxes
C. Social welfare agencies
D. Law enforcement agencies
E. National and world government

VI. The Law and You

A. Why law
B. Our courts
C. Lawyers and legal aid
D. Legal protection for citizen's rights
E. Contracts and agreements
F. Product liability
G. Your car
H. Marriage and the law
I. Buying and owning a home
J. Death and your will
K. Traffic laws
1. Violations
2. Repercussions

VII. Current Events

A. Places in the news
B. Interdependence of people in the world.
C. Weather and climate

SOCIAL STUDIES: SAMPLE ACTIVITIES

1. Class discussion on getting along with the boss, supervisor and fellow workers
2. Discussion on why it is just as important to follow as to lead
3. Discussion on marriage and what it means to each person.
4. Organize leisure time and recreational activities for younger family members
5. Bring in current events that stress civic responsibility in the community
6. Make a list of skills needed to hold a particular job - then evaluate to see if the job is the right one for you.
7. Discussion: what is cooperation?
8. Dramatize giving directions to a new trainee
9. Make up safety slogans and posters
10. Discuss which is more important: finding the right job for the person or finding the right person for the job.
11. Discuss what "Putting your best foot forward" means at an interview.
12. Practice interviewing techniques for a possible post graduation job.
13. List all of the things that a job interviewer looks for in a possible employee.
14. Go to local employment office, fill out application and go for any job interviews available.

SOCIAL STUDIES: Words to use and recognize by sight and sound (By Senior High level each student should also have a working vocabulary specific to his intended vocational field.)

personal
application
employment
name
last
first
middle
maiden
address
city
telephone number
birthdate
birthplace
height
weight
marital status
occupation
educational history
elementary
vocational
employer
employment
personal references
quality
qualify
Social Security
opportunity
background
trainee
temporary

technical
retirement
hospitalization
insurance
sick benefits
require
apprentice
skills
professional
interest
ability
physical
qualities
ambitious
hobbies
advancement
conditicns
fringe benefits
expected salary
withholding
supervisor
assembly
dependable
promotion
absenteeism
eligible
seniority
reputation
employer
employee

VOCATIONAL I: ENGLISH

I. Reading For Practical Use

- A. Using good reading practices
- B. Participation in a variety of reading situations
  1. Newspapers and magazines
  2. Forms, bulletins, cards, charts, etc.
  3. Traffic regulations and safety signs
  4. Labels and instructions
  5. Simple diagrams
- C. Location of information to help solve problems
  1. Where to look for various types of information
  2. Selecting usable information
- D. Gaining constructive knowledge from various reading sources

II. Using Writing

- A. Improving writing techniques
  1. Speed
  2. Legibility
- B. Expanding functional use of writing
  1. Sales slips
  2. Forms and reports
  3. Applications
  4. Letters

III. Spelling Functional Words

- A. Usually vocationally related words
- B. Using basic important words for activities of daily living

IV. Using Oral Communications

- A. Developing vocabulary to include vocational requirements
- B. Improving oral self-expression
  1. Knowing importance of good speech on the job
  2. Getting and giving information

C. Improving aural comprehension
   1. Listens for directions and details
   2. Is alert for safety and health

VOCATIONAL II: ENGLISH

I. Refining Language Skills
   A. Reading to learn
      1. Following directions
      2. Locating information
         a. Job sources
            1) Use of telephone book
            2) Family
            3) Newspaper
            4) Friends
            5) Personal search
            6) Vocational Rehabilitation
            7) State Employment Office
            8) Chamber of Commerce
            9) Private employment agencies
         b. Magazines
         c. Books
         d. Maps
         e. Charts
         f. Other printed material related to jobs and work
      3. Obtaining information
         a. Letters
         b. Forms
         c. Radio and television
         d. Person to person contact
      4. Vocabulary related to vocations
      5. Developmental reading
   B. Writing and spelling
      1. Using cursive and manuscript writings

2. Using writing and composition functionally
    a. Sentences (punctuation, capital letters, etc.)
    b. Brief paragraphs
    c. Letters
        1) Business
        2) Personal
        3) Thank you
        4) Invitations'
3. Learning to spell words related to vocations
4. Using the dictionary

C. Communicating orally
1. Person-to person contact
    a. Introductions
    b. Conversations
    c. Courtesies
    d. Interviews (necessary papers to have and information to know before going for an interview)
2. Listening to oral information
    a. Remembering important facts (radio, T.V., P.A. systems, etc.)
    b. Following directions
3. Telephone usage
4. Increasing functional vocabulary

II. Studying Driver Education

A. Responsibilities
B. Skills
C. Regulations
D. Laws
E. Safety

VOCATIONAL III: ENGLISH

I. Advancing Reading Skills

- A. Reinforcing basic skills
- B. Increasing functional vocabulary related to jobs, work
- C. Gaining skill in reading related to jobs and work
- D. Comprehending, interpreting and evaluation information
- E. Remembering important facts
- F. Reading stories for class guidance
- G. Reasoning - judgement
  1. Problem solving - what to do if?
  2. Sentence completion (logical inference)

II. Refining Written Language

- A. Writing
  1. Improving cursive writing
  2. Developing pride in written work
  3. Simple dictation
  4. Developing procedures in making out sales slips, restaurant orders, etc.; studying jobs in which one might have to make out slips, orders, etc.
  5. Reinforcing functional skills
     - a. Paragraphs
     - b. Letters
     - c. Forms
- B. Spelling
  1. Motivating correct spelling for functional use
  2. Extending formal spelling
  3. Increasing vocabulary related to personal and vocational needs

III. Communications Orally

- A. Developing vocabulary to include vocational requirements
- B. Extending capacity in giving and following directions

C. Emphasizing oral self-expression
D. Role playing
   1. Social situations: home, school, community, job
   2. Job interviews

VOCATIONAL IV: ENGLISH

I. Increasing Vocabulary

II. Maintaining Good Habits of Grammar and Pronunciation

III. Developing Adequacies in Trainee-Employer Communication

IV. Relating Experiences in Sequential Order
(orally and in written form)

V. Spelling and Writing
   A. Vocational vocabulary
   B. Vocabulary needed by individual for specific job
   C. Letters to newspaper, congressman, etc.

VI. Expanding Reading Skills
   A. Reading directions
   B. Reading and understanding labels
   C. Magazines
   D. Maps
   E. Pamphlets
   F. Newspapers
   G. Menus
   H. Contracts
   I. Leases, other legal papers
   J. Reading for pleasure
   K. Developmental reading

VII. Comprehending Abstractions
   A. Coding, Decoding
   B. Abstractions and logical outcomes
      1. Aesop's Fables
      2. Fairy tales
      3. Proverbs (bird in the hand, stitch in time, etc.)

LANGUAGE ARTS: SAMPLE ACTIVITIES

1. Develop courteous listening habits when anyone is speaking
2. Train to hear and remember long enough to reproduce in speech or writing such things as telephone numbers, license plate numbers, house and street addresses, messages, spelled words, etc.
3. Do a unit on the telephone - Southern Bell will supply (schedule ahead of time) a telephone set which is quite useful and fun to use.
4. Practice giving directions to find locations.
5. Make posters - for sale, for rent, notices, safety posters.
6. Set up relays for reading to locate information.
7. Demonstrate how something works - use diagrams, sketches, models, blackboard, or actual object.
8. Sequence game: five jumbled up facts - have students retell in correct order.
9. Use tape recorder to dramatize and evaluate interviews, telephone manners, etc.
10. Record voices on tape - play back to show where improvement is needed.
11. Make up forms, order blanks, questionaires, etc. Practice filling them out (these questionaires can really be fun for the high school kids if done similar to the "computer dating" questionaires.)

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